


ATTACHMENT A

SUBMIT PROPOSAL TO: Department of Juvenile Justice Jason Kinchen, Contract Administrator, 2737 Centerview Drive, Suite 114 Tallahassee, FL 32399-3100 E-Mail: Jason.Kinchen@djj.state.fl.us Telephone Number: 850-921-5208		STATE OF FLORIDA REQUEST FOR PROPOSAL CONTRACTUAL SERVICES Bidder Acknowledgment	
Page 2 of 39	PROPOSALS WILL BE OPENED ON April 11, 2003 at 2:30 P.M.		PROPOSAL NO. 06H01
Agency Mailing Date: March 14, 2003	and may not be withdrawn within 120 days after such date and time.		
AGENCY MAILING DATE: March 14, 2003		PROPOSAL TITLE: 112 bed program for moderate risk males	
STATE PURCHASING SUBSYSTEM (SPURS) VENDOR NUMBER		DUNS NUMBER	
F521715690 001		825622251	
VENDOR NAME		REASON FOR NO PROPOSAL:	
Youth Services International			
VENDOR MAILING ADDRESS			
1819 Main Street, Suite 1000			
CITY-STATE-ZIP			
Sarasota, FL 34236			
AREA CODE	TELEPHONE NUMBER: 953-9199	POSTING OF PROPOSAL TABULATIONS Bid tabulations with recommended awards will be posted for review by interested parties at the location where bids were opened and will remain posted for a period of 72 hours. Failure to file a protest within time prescribed in Section 120.54(3), or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, Florida Statutes. Posting will be on or about May 6, 2003	
941	FREE NUMBER: 1-800-275-3766		
I certify that this Proposal is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a Proposal for the same materials, supplies or equipment, and is in all respects fair and without collusion or fraud. I agree to abide by all conditions of this Proposal and certify that I am authorized to sign this Proposal for the Proposer and that the Proposer is in compliance with all requirements of the Request for Proposal, including but not limited to, certification requirements. In submitting a Proposal to an agency for the State of Florida, the Proposer offers and agrees that if the Proposal is accepted, the Proposer will convey, sell, assign or transfer to the State of Florida all rights, title and interest in and to all causes of action it may now or hereafter acquire under the Anti-trust laws of the United States and the State of Florida for the price fixing relating to the particular commodities or services purchased or acquired by the State of Florida. At the State's discretion, such assignment shall be made and become effective at the time the purchasing agency tenders final payment to the Proposer.		 AUTHORIZED SIGNATURE (MANUAL) James F. Slattery, President AUTHORIZED SIGNATURE (TYPED) TITLE	
GENERAL CONDITIONS			
SEALED PROPOSAL: All proposal sheets and this original acknowledgment form must be executed and submitted in a sealed envelope. (DO NOT INCLUDE MORE THAN ONE PROPOSAL PER ENVELOPE.) The face of the envelope shall contain, in addition to the above address, the date and time of the proposal opening and the proposal number. Proposal prices not submitted on attached proposal price sheets when required shall be rejected. All proposals are subject to the conditions specified herein. Those which do not comply with these conditions are subject to rejection.			
1. EXECUTION OF PROPOSAL: Proposal must contain a manual signature of authorized representative in the space provided above. Proposal must be typed or printed in ink. Use of erasable ink is not permitted. All corrections made by the proposer to this proposal price must be initialed. The company name and SPURS vendor number shall appear on each page of the bid as required. Complete ordering instructions must be submitted with the proposal. If you are not a registered vendor with the Department of Management Services, contact State Purchasing, 4050 Esplanade Way, Suite 300, Tallahassee, FL 32309-0950, (850) 487-4854 immediately.			
2. NO PROPOSAL SUBMITTED: I not submitting a proposal, respond by returning only this proposer acknowledgment form, marking it "NO PROPOSAL" and explain the reason in the space provided above. Failure to respond to a procurement solicitation without giving justifiable reason for such failure, non-conformance to contract conditions, or other pertinent factors deemed reasonable and valid shall be cause for removal of the suppliers name from the proposal mailing list. NOTE: To qualify as a respondent, proposer must submit a "NO PROPOSAL" and it must be received no later than the stated proposal opening date and hour.			
3. PROPOSAL OPENING: Shall be public on the date, location and the time specified on the acknowledgment form. It is the proposer's responsibility to assure that his proposal is delivered at the proper time and place of the proposal opening. Proposals which for any reason are not so delivered will not be considered. Offers by telegram or telephone are not acceptable. A proposal may not be altered after opening of the price proposals. NOTE: Proposal tabulations will be furnished upon written request with an enclosed self-addressed, stamped envelope and payment of a predetermined fee. Proposal files may be examined during normal working hours by appointment. Proposal tabulations will not be provided by telephone.			
4. PRICE, TERMS AND PAYMENT: Firm prices shall be proposed and include all services rendered to the purchaser.			
(a) TAXES: The State of Florida does not pay Federal Excise and Sales taxes on direct purchases of services. See tax exemption number on face of purchase order. This exemption does not apply to purchases of services in the performance of contracts for the improvement of state-owned real property as defined in Chapter 192, F.S.			
(b) DISCOUNTS: Cash discount for prompt payment shall not be considered in determining the lowest net cost for proposal evaluation purposes.			
(c) MISTAKES: Proposers are expected to examine the conditions, scope of work, proposal prices, extensions, and all instructions pertaining to the services involved. Failure to do so will be at the proposer's risk. Unit prices bid will govern in award.			
(d) INVOICING AND PAYMENT: The contractor shall be paid upon submission of properly certified invoices to the purchaser at the prices stipulated on the contract at the time the order is placed, after delivery and acceptance of goods, less deductions if any, as provided. Invoices shall contain the contract number, purchase order number and the contractor's SPURS vendor number. An original and three (3) copies of the invoice shall be submitted. The final payment shall not be made until after the contract is complete unless the State has agreed otherwise. Invoices for fees or other compensation for services or expenses submitted in accordance with the rates at or below those specified in Sections 112.061 and 287.058, F.S. INTEREST PENALTIES: Payment shall be made in accordance with Section 215.422, F.S. which states the contractor's rights and the State agency's responsibilities concerning interest penalties and time limits for payment of invoices. VENDOR RESPONSE SYSTEM: To access an interactive Voice Response System for vendor payment inquiry, vendors may call (850) 415-7269 between 7 a.m. and 6 p.m. Monday through Friday to check on the status of payments by State agencies. The system can accommodate English and Spanish speaking callers. VENDOR OMBUDSMAN: Vendors providing goods and services to an agency should be aware of the following time frames. Upon receipt, an agency has five (5) working days to inspect and approve the goods and services, unless the bid specifications, purchase order or contract specifies otherwise. An agency has 20 days to deliver a request for payment (voucher) to the Department of Banking and Finance. The 20 days are measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved. If a payment is not available within 40 days, a separate interest penalty set by the Comptroller pursuant to Section 55.03, F.S., will be due and payable, in addition to the invoice amount, to the vendor. To obtain the applicable interest rate, contact the agency purchasing office. The interest penalty provision applies after a 35 day time period to health care providers as defined by rule. Interest penalties of less than one (\$1) dollar will not be enforced unless the vendor requests payment. Invoices which have to be returned to a vendor because of vendor preparation errors will result in a delay in the payment. The invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman has been established within the Department of Banking and Finance. The duties of this individual include acting as an advocate of vendors who may be experiencing problems in obtaining timely payment(s) from a State agency. The Vendor Ombudsman may be contacted at (850) 488-2924 or by calling the State Comptroller's Hotline, 1-800-848-3792. State Purchasing shall review the conditions and circumstances surrounding non-payment, and unless there is a bona fide dispute, State Purchasing may, in writing, authorize the contract supplier to reject and return purchase orders from said agency until such time as the agency complies with the provisions of Section 215.422, F.S.			
(e) ANNUAL APPROPRIATIONS: The State of Florida's performance and obligation to pay under this contract is contingent upon an annual appropriation by the Legislature.			
5. CONFLICT OF INTEREST: The award hereunder is subject to the provisions of Chapter 112, F.S. Proposers must disclose with their proposal the name of any officer, director, or agent who is also an employee of the State of Florida, or any of its agencies. Further, all proposers must disclose the name of any State employee who owns, directly or indirectly, an interest of five (5%) or more in the proposer's firm or any of its branches. In accordance with Chapter 287, F.S., no person or firm receiving a contract that has not been procured pursuant to Section 287.05(2) or (3), F.S., to perform a feasibility study of the potential implementation of a subsequent contract, participating in the drafting of a request for proposal, or developing a program for future implementation shall be eligible to contract with the agency for any contracts dealing with that specific subject matter, and proposers must disclose with their proposal any such conflict of interest.			

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6. **AWARDS:** As the best interest of the State may require, the right is reserved to reject any and all proposals or waive any minor irregularity or technicality in proposals received. Proposers are cautioned to make no assumptions unless their proposal has been evaluated as being responsive. All awards made as a result of this proposal shall conform to applicable Florida Statutes.
7. **INTERPRETATIONS/DISPUTES:** Any questions concerning conditions and specifications shall be directed in writing to this office for receipt no later than ten (10) days prior to the bid opening. Inquiries must reference the date of bid opening and bid number. No interpretation shall be considered binding unless provided in writing by the State of Florida in response to requests in full compliance with this provision. Any person who is adversely affected by a State Purchasing decision or intended decision concerning a procurement solicitation or contract award and who wants to protest such decision or intended decision shall file a protest in compliance with Chapter 28-110, Florida Administrative Code. Failure to file a protest within the time prescribed in Section 120.57(3), F.S., or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, F.S.
8. **NOTICE OF PROTEST BONDING REQUIREMENT:** Any person who files an action protesting a decision or intended decision pertaining to contracts administered by State Purchasing or a State agency pursuant to Section 120.57(3), F.S., shall post with State Purchasing or the State agency at the time of filing the formal written protest or within the 10 day period allowed for filing a formal written protest, a bond payable to the State Purchasing or the State agency in an amount equal to 1 percent of State Purchasing or State agency's estimate of the total volume of the contract or \$5,000, whichever is less, which bond shall be conditioned upon the payment of all costs which may be adjudged against him in the administrative hearing in which the action is brought and in any subsequent appellate court proceeding. For protest of decisions or intended decisions of State Purchasing pertaining to agencies' requests for approval of exceptional purchases, the bond shall be in the amount equal to 1 percent of the requesting agency's estimate of the contract amount for the exceptional purchase requested or \$5,000, whichever is less. In lieu of a bond State Purchasing or the State agency may, in either case, accept a cashier's check or money order in the amount of the bond. **FAILURE TO FILE THE PROPER BOND AT THE REQUIRED TIME WILL RESULT IN A DENIAL OF THE PROTEST.**
9. **GOVERNMENTAL RESTRICTIONS:** In the event any governmental restrictions may be imposed which would necessitate a variation of the material quality of the services offered on this proposal to the competition, it shall be the responsibility of the successful proposer to notify the purchaser of once, indicating in his letter the specific regulation which required an alteration including any price adjustments occasioned thereby, or to cancel the contract at no further expense to the State.
10. **DEFAULT:** Failure to perform according to this proposal and/or resulting contract shall be cause for your firm to be found in default in which event any and all re-procurement costs may be charged against your firm. Any violations of these stipulations may also result in:
a) Contractor's name being removed from State Purchasing vendor mailing list.
b) All State agencies being advised not to do business with the contractor without written approval of State Purchasing.
11. **LEGAL REQUIREMENTS:** Applicable provision of the Federal, State, county and local laws, and of all ordinances, rules and regulations shall govern development, submittal and evaluation of all proposals received in response hereto and shall govern any and all claims and disputes which may arise between person(s) submitting a proposal response hereto and the State of Florida, by and through its officers, employees and authorized representatives, or any other person, natural or otherwise, and lack of knowledge by any proposer shall not constitute a cognizable defense against the legal effect thereof.
12. **ADVERTISING:** In submitting a proposal, proposer agrees not to use the results therefrom as a part of any commercial advertising.
13. **ASSIGNMENT:** Any Purchase Order issued pursuant to this request for proposal and the monies which may become due hereunder are not assignable except with the prior written approval of the purchaser.
14. **LIABILITY:** On any contract resulting from this proposal the proposer shall hold and save the State of Florida, its officers, agents, and employees harmless against claims by third parties resulting from the contractor's breach of this contract or the contractor's negligence. This requirement does not apply to contracts between governmental agencies.
15. **FACILITIES:** The State reserves the right to inspect the proposer's facility at any time with prior notice.
16. **CANCELLATION:** The State shall have the right to unilateral cancellation for refusal by the contractor to allow public access to all documents, papers, letters, or other material subject to the provisions of Chapter 119, F.S., and made or received by the contractor in conjunction with the contract.
17. **PUBLIC RECORDS:** Any material submitted in response to this Request for Proposal will become a public document pursuant to Section 119.07, F.S. This includes material which the responding proposer might consider to be confidential or a trade secret. Any claim of confidentiality is waived upon submission, defective after opening pursuant to Section 119.07, F.S.

NOTE

ANY AND ALL SPECIAL CONDITIONS AND SPECIFICATIONS ATTACHED HERETO WHICH VARY FROM THESE GENERAL CONDITIONS SHALL HAVE PRECEDENCE. THIS SHEET AND THE ACCOMPANYING PROPOSAL CONSTITUTE AN OFFER FROM THE BIDDER. IF ANY OR ALL PARTS OF THE BID ARE ACCEPTED BY THE STATE OF FLORIDA, AN AUTHORIZED REPRESENTATIVE OF THE AGENCY SHALL AFFIX HIS SIGNATURE HERETO, AND THIS SHALL THEN CONSTITUTE THE WRITTEN AGREEMENT BETWEEN PARTIES. THE CONDITIONS OF THIS FORM BECOME A PART OF THE WRITTEN AGREEMENT BETWEEN THE PARTIES.

STATE OF FLORIDA DEPARTMENT
OF _____

BY: _____

Authorized Agency Signature

Contract
Number: _____

Effective _____

(Date)

PUR 7033 Rev. 6/1/98



YOUTH SERVICES INTERNATIONAL

April 15, 2003
Department of Juvenile Justice
Jason Kinchen, Contract Administrator
2737 Centerview Drive, Suite 114
Tallahassee, Florida 32399-3100

Official Contact:
Youth Services International
James F. Slattery, President and CEO
1819 Main Street, Suite 1000
Sarasota, Florida 34236
(941) 953-9199

RE: RFP# O6H01-112 Bed Moderate-Risk Male Residential Program

Dear Mr. Kinchen:

Youth Services International (YSI) is pleased to submit our response to the above-referenced Request for Proposals.

YSI has an extensive and successful history providing operations, management, and treatment services for the Florida Department of Juvenile Justice. We currently operate three juvenile facilities in the state, and our corporate office is located in Sarasota, Florida.

YSI maintains a consortium of specialists and professionals currently providing education, prevention, and intervention services to youth who are delinquent and aggressive. Dr. Jon McCaine, YSI's Sr. Vice President & Clinical Director has developed successful treatment approaches in the areas of substance abuse and multisystemic programming. YSI's programs have set themselves apart from other treatment agencies by developing comprehensive treatment programs that address all aspects of the youth's behavior and includes the family as an integral part of the treatment process. We believe our approach to treatment provides youth with the opportunity to learn the skills necessary to function successfully once they re-join their communities.

YSI has maintained an excellent working relationship with DJJ monitors and has become an active member of the communities that host our facilities. Our Community Advisory Boards have enhanced our ability to implement modifications requested by DJJ, in meeting the needs of the youths assigned to our facilities, while maintaining program objectives that are actively endorsed by the community.

YSI continues to share in the Department of Juvenile Justice's goal of providing youth placed under the supervision of the State of Florida with a full range of effective treatment and education programs in a secure environment. This proposal is consistent with our management team's singular commitment to excellence and reaffirms our desire to build on the partnership we have established with the Department of Juvenile Justice.

We look forward to your decision and will provide you and your staff with any additional information you may require.

Sincerely,

James F. Slattery, President and CEO

1. INTRODUCTORY STATEMENT

Youth Services International (YSI) is nationally recognized as one of the top private companies excelling at planning, executing and managing the unique challenges associated with programming for at-risk youth. Our juvenile programs are designed to equip youth with tools necessary for them to become self-motivated, responsible, and resilient when they are released to their home communities. We are excited about the opportunity to serve the State of Florida's Department of Juvenile Justice (DJJ) and the youth placed in our care and custody. Through continual "best practices" research and program refinement our work with the DJJ has lead to increased public safety through reduced recidivism. The more effective, efficient, and innovative we are at serving youth, the lower the probabilities of recidivism, the more effective and efficient the juvenile justice system becomes and the greater the overall cost savings to the state.

YSI has significant experience serving youth in the State of Florida. YSI currently operates six successful offender treatment programs for the Florida DJJ. YSI's programs are comprehensive treatment programs that provide highly individualized treatment services for youthful offenders. YSI's "Strategic Program Model" approach to treatment is based on relapse prevention, identifying and correcting erroneous thinking patterns, victim awareness, and setting limits and boundaries. Treatment goals focus on the safety of society, honesty about the offense, and intervening in the "behavior cycle" that leads to re-offending. Basic principles are learned through self-evaluation, developing plans for acceptable behavior and role-playing.

YSI programs, based on the principles of a balanced and restorative justice, stress that each youth is responsible for their own success. Our goal and mission has always been to help youth learn how to make the right decisions about their behavior, regardless of their circumstances. The expectation is that each youth will come to understand that he/she is accountable for every action and is capable of making the right decisions and changing his/her behavior. Intervention efforts geared toward structured reentry and community normalization include:

- Preparing youth for progressively increased responsibility and freedom in the community.
- Facilitating youth-community interaction and involvement.
- Working with youth and targeted community support systems (e.g., schools, family) on qualities needed for constructive interaction and the youth's successful community adjustment.
- Development of new resources and supports where needed.
- Creating links with a wide range of service providers to meet the multiple and varied needs of the target population. This is done by creating and sustaining relationships with key organizations in the community, accessing several different funding sources, and accessing resources that previously may not have served the juvenile parole population.

The depth of YSI's programming, coupled with our committed and well-trained staff, ensures that the multiple needs and concerns of placement agencies are addressed. We are confident that our services, designed to meet the standards and expectations of the DJJ, will exceed all requirements.

2. MANAGEMENT CAPABILITY

As a leading provider of juvenile correctional services, YSI has the credentials, the experience and the flexibility of program design to exceed our customer's goals and expectations. The strength of our Juvenile Justice Programs is demonstrated by the array of programs for young offenders that includes vocational and academic education, resocialization, substance abuse education and treatment, gender specific treatment and programs for youth with special needs. YSI offers effective, tailor-made programs, expert managers and well-trained staff that are setting the highest standards in our industry for the secure, humane and productive management of juvenile offenders.

In partnership with local, state and federal governments, YSI provides quality correctional services in a secure environment that protects the public while providing youthful offenders with training, education and treatment programs designed to keep them productive during their confinement and help to reduce the likelihood of recidivism upon release. YSI adheres to the highest standards of corrections, providing services in accordance with the American Correctional Association and seeking ACA accreditation in all its facilities. Additionally, precise internal and corporate audit oversight of all facilities ensures consistent, high quality services.

Ability to Perform Contractual Services – YSI staff are 100 percent dedicated to the successful rehabilitation of the youth in our care. Our broad range of experience in providing education, treatment, and security programs enhances our ability to provide high quality programming and services for this facility. As one of the nation's primary providers of secure and non-secure juvenile correctional facilities and programs to federal, state and local government agencies, YSI currently has 22 contracts to operate juvenile correctional facilities throughout the United States and Puerto Rico, four which operate moderate-risk residential programs for male offenders.

- 1 **TARKIO ACADEMY, TARKIO, MISSOURI** – This 302-bed facility offers a 10-12 month Academy Program for male youth who are generally repeat offenders. The program focuses on helping youth overcome negative behavior patterns and previous substance abuse and reducing recidivism. YSI has successfully operated this facility since 1994. The program provides services for youths from Missouri, Colorado, Illinois, Michigan, Nebraska, Pennsylvania, Delaware, Montana, Texas and Idaho.
- 2 **SPRINGFIELD ACADEMY-SPRINGFIELD SOUTH DAKOTA** – This 108-bed facility offers a full range of services to a male adolescent population between the ages of 14 and 18. The program outcome is reduced recidivism through a comprehensive array of education, vocational and treatment services designed to enhance youth skills. This program helps youth to understand and overcome persistent problems that lead to criminal behavior. YSI has successfully operated this facility since 1998.
- 3 **CHARLES HICKEY SCHOOL-BALTIMORE, MARYLAND** – This 355-bed facility offers a wide variety of treatment programs for male juvenile offenders including a 10-12 month Academy program for repeat offenders, a 3-6 month staff-secure High Impact program for juveniles who have performed below expectations in non-residential environments and a 1-90 day Detention program for youth awaiting disposition of court cases or residential placement. YSI has successfully operated this facility since 1993.
- 4 **ELMORE ACADEMY, ELMORE MINNESOTA** – This 100-bed Academy Program provides residential treatment services for male youth, ages 14-19, with an average stay of 6-9 months. The program helps youth understand and overcome persistent problems that lead to criminal behavior, such as learned negative behaviors and substance abuse. Elmore also offers primary diagnosis of behavioral disorders such as ADD and ADHD. The facility offers a staff-secure environment. YSI has successfully operated this facility since 1998.

YSI Total Quality Management

YSI recognizes that technical capability, capacity, and associated efficiencies, while necessary, are no longer the principal competitive determinants sufficient for success. We believe what differentiates the successful from the unsuccessful correctional organization, is superior systems of work processes that men and women throughout the organization understand, believe in and are a part of. These systems of clear work processes

reduce cycle times, increase responsiveness and innovation, and lower costs thereby assuring operational, programmatic and organizational success. This is YSI Total Quality Management. YSI believes:

1. Quality is an organization-wide process

Quality is not a specialist function, a department, nor an awareness or testing program alone. It is a disciplined system of customer-connected work processes implemented throughout our organization and integrated with suppliers, vendors and other subcontractors. High quality operations are the result of high quality work processes. If you do not improve the process, you cannot expect substantial improvement in results.

2. Quality is what the customer says it is

Quality is not what the CEO, board member, or Facility Administrator says it is. If you want to find out about your quality, ask your customer. YSI acknowledges that no one can utilize a market research statistic or defect rate to determine the extent of customer frustration or customer satisfaction.

3. Quality and cost are a sum, not a difference

Quality and cost are partners, not adversaries. The quality costs of fixing failures are high compared to quality costs required to properly prevent and assure no such failures. YSI managers and leaders are true quality leaders completely cognizant of government accounting standards and funding limitations of DJJ and the State of Florida.

4. Quality requires both individual and teamwork zealotry

Quality is everybody's job, but it will become nobody's job without a clear infrastructure that supports both the quality work of individuals and the teamwork among individuals and departments. Too often quality improvement activities become islands without bridges. All the left hands must work effectively with all the right hands.

5. Quality is a way of managing

Good management means empowering the knowledge, skills and attitudes of everyone in the organization. Quality management leads to quality performance.

6. Quality and innovation are mutually dependent

Quality requires product and process innovation. The key to successful new products is to be proactive. It is essential to fully include the customer in all phases of development.

7. Quality is an ethic

Decisions based on ethics are always quality decisions. Ethical leadership leads to company-wide success.

8. Quality requires continuous improvement

Quality is a constantly upward moving target and continuous improvement is an in-line, integral component of everyone's job responsibilities -- not a separate activity. This requires more than just "better-than-last-year" internal incremental improvement.

9. Quality is the most cost-effective, least capital-intensive route to productivity

Some of the world's strongest organizations have blindsided their competition by concentrating on eliminating their hidden organization; the part that exists to find and fix mistakes and the associated waste. They have done it by changing their productivity concept from the four-letter word, M-O-R-E, by adding the quality leadership four-letter word, G-O-O-D, to create the "more good quality productivity" concept.

10. Quality is implemented with a total system connected with customers and suppliers

This is what makes quality leadership real in an organization -- the relentless application of the systematic method that makes it possible for an organization to manage its quality and associated costs.

Management Plan

It is YSI's philosophy that all administrative and management decisions either directly or indirectly affect the attainment of the contract's program and objectives. YSI's history of successfully operating juvenile facilities for the Florida Department of Juvenile Justice has proven its commitment to ensuring the company's performance complies with the expectations of DJJ. YSI's Management Team has the comprehensive knowledge necessary to deliver on our commitment as a direct result of the experience and training of our

senior management personnel and our commitment to contemporary and innovative juvenile programs.

At a minimum, administrative and management activities provide for the following:

- 1) **Program Operations Tailored to Meet the Needs of DJJ.** Clearly articulated goals and objectives that comply with the DJJ's requirements guide the facility's operation. Documentation of compliance is provided through a system of regular reports, logs and evaluations, which verify adherence to contract requirements.
- 2) **Communication System Designed to Ensure Staff and DJJ involvement** in effective and innovative program planning, implementation, operations and evaluative criteria that measure program performance and continually improve resident outcomes.
- 3) **Operations Manual** which outlines all operations of the facility and addresses all elements of YSI's proposal. Program accountability is documented in the form of operating procedures developed in a formal manual, which describes the facility's purpose, philosophy, services, policies and procedures. The content of the policies, procedures and systems conform to the specific requirements and wording of applicable ACA Standards and DJJ Quality Assurance Standards. This manual is reviewed periodically and updated at least annually. A copy is available to staff at all times and staff are required to review it at least once per year. Variations from policies and procedures that are based on YSI's proposal are submitted to the contracting authority for approval prior to implementation. Critical operating policies and procedures include at a minimum: Program Goals, Security, Protective Action Response (PAR), Discipline, Resident Rights, Management, Internal Compliance and Quality Reviews, Budget and Fiscal Controls, Personnel, Training and Employee Conduct.
- 4) **Capable Management, Clinical, Care and Custody Staff** are capable of providing effective programs and treatment to the residents. As part of its commitment to excellence, YSI is dedicated to attracting, developing, and motivating a highly professional staff and relying only upon the highest standards of recruitment, selection and training. Our personnel requirements include standards for background screening and reference checks. We also establish organizational charts that reflect span of control and lines of authority. We ensure adequate staff coverage. We provide each employee with a job description and a regular performance evaluation. Written job descriptions for each position are signed and understood by all employees. On-going training is provided to all personnel to ensure effective treatment and programming is continuous.
- 5) **Stable, Safe and Secure Environment** for residents and staff alike is a top priority.
- 6) **Annual Internal Program Audits.** Written verification of audit findings are submitted to the DJJ. Deficiencies are noted and accompanied with corrective action plans. Subsequent documentation of each plan's implementation, progress and completion are submitted at appropriate intervals.
- 7) **Published Long Range Goals.** The Facility Administrator develops objective and quantifiable long-range program goals that reflect those of the contracting authority. These goals reflect program capacity reflecting length of stay, timely processing, sequencing of admissions and releases, efficient use of bed capacity and program effectiveness. Upon acceptance, program goals represent a significant portion of the performance criteria used in the administrator's annual performance evaluation.
- 8) **Operation According to the Approved Annual Budget.** The Facility Administrator is responsible for preparing and managing an annual budget that provides adequate resources for operations and programs that meet contracting authority needs. Revenue and expenditure statements, monthly financial and budget variance reports, and annual independent audit reports are the basis for budget development and execution.
- 9) **Standards and Contract Compliance.** The facility is operated in accordance with applicable ACA and DJJ Standards. YSI has implemented appropriate operating systems and provides supporting documentation to demonstrate compliance with these standards.
- 10) **Approved Emergency Contract Deviation.** YSI does not deviate from its proposal or contract without obtaining contract authority approval except in the event of an emergency, which threatens the safety and/or security of the residents, staff and community. In the event such an emergency should occur, YSI immediately notifies the contracting authority and follows up the verbal notification with a written report, if

so requested. Additionally, no YSI employee other than the Facility Administrator is granted authority to request a deviation from either YSI's proposal or the contract.

Organizational Capability-YSI provides a significant amount of expert assistance to our facilities on issues regarding medical, educational and mental health through our contingent of senior staff with specialized backgrounds including:

JON MCCAINE, PH.D., SR. VICE PRESIDENT AND CLINICAL DIRECTOR (JUVENILE DIVISION)- Jon McCaine, formerly the Clinical Director for the Arizona Department of Juvenile Corrections, is currently Senior Vice President and Clinical Director of Youth Services International. Dr. McCaine currently oversees the operation of 22 residential programs across the country, providing intervention services to over 3,500 of the nation's more serious juvenile offenders. Dr. McCaine is a frequent and favorite guest speaker at universities and psychology lectures and is recognized for his Youth and Violence: Voices from Within" series, a compelling and insightful perspective on youth violence and the impact of child abuse and domestic violence on the emerging character of juvenile aggression. He is the recipient of the Attorney General's Distinguished Service Award for Family Violence Prevention and was a panel member for the CBS news special on Children and Violence hosted by Dan Rather. Dr. McCaine received the Tucson Martin Luther King, Jr. Memorial Award in 2002 for his contributions to cross-cultural education, family violence education and prevention, and community service and is an active member of the City Of Tucson/Pima County, Arizona Domestic Violence Commission. He is also a founding member of the Men's Anti-Violence Network (M.A.N) established by Arizona Foundation of Women dedicated to stopping domestic violence by holding the abuser accountable and working on prevention efforts. M.A.N.'s focus is on changing public policy and increasing public awareness.

For the past three years, he has served as YSI's Clinical Director and is responsible for clinical and program supervision of all juvenile treatment programs. He also conducts training workshops for staff and subcontracted service providers. Additionally, Dr. McCaine provides consultations on clinical theory, psychological intervention, child/adolescent development, and cultural diversity. Dr. McCaine has developed and implemented innovative treatment programs, such as the CHOICES Substance Abuse program, the DISCOVERY (male) and ATHENA (female) Adolescent Sexual Misconduct programs, and the FLORIAN program for firesetters, which are used at all applicable YSI facilities.

JACQUELINE M. MOORE, PH.D., ASSISTANT DIRECTOR OF JUVENILE CLINICAL OPERATIONS-Dr. Moore has twenty-eight years in the medical field with emphasis on development and supervision of health care programs in ambulatory and correctional institutions. She has worked for the National Commission on Correctional Health Care, where she was responsible for all committee activities and revision of NCCHC Jail, Prison and Juvenile Health Care Standards. Her affiliations include: American Nurses Association Task for Revision of Standards for Correctional Health Care for Nurses, Board for National Commission on Correctional Health Care, American Correctional Health Care Association, American Jail Association, American Corrections Association Editorial Review of Health Care Manuscripts for the American Corrections Association Journal, Correction's Today, Board of Advisors for West Side Health Center, Wilmington, Delaware. Dr. Moore has published more than 18 medical manuscripts on the current state of juvenile healthcare and has been a frequent guest speaker of the American Correctional Association.

GARY LYNN DENNIS, PH.D., CONSULTANT MENTAL HEALTH AND SUBSTANCE TREATMENT SERVICES- Dr. Dennis has 28 years in the corrections industry and is an experienced Director of Mental Health Services for the Kentucky Department of Corrections. He has served as the Director of Training Services for the National Institute of Corrections, where he held frequent seminars and provided in-service training for a national audience of upper management correctional officials. Dr. Dennis spent many years on special assignment as the overall manager of approximately sixty (60) LEAA funded juvenile justice projects, representing in excess of three million dollars, and was responsible for juvenile delinquency-criminal justice planning for the State of Kentucky.

EDWARD MALEWSKI, M.D., ASSISTANT DIRECTOR OF JUVENILE CLINICAL OPERATIONS-Dr. Malewski brings over thirty years of adolescent clinical psychiatry to our team of experts. He has over 28 publications in the areas of therapeutic strategies, treatment, medication management, and residential program development for juvenile offenders and has served as the professor of clinical psychology at 5 prestigious colleges across the midwest. Certifications include Diplomat, National Board of Medical Examiners, Diplomat and the American Board of

Psychiatry and Neurology. Dr. Malewski is a noted author and authority on the subject of non-medical interventions for youth with A.D.H.D. He has worked for YSI for over four years and also serves as the Assistant Professor of Psychiatry, Kansas City School of Medicine, where he is kept abreast of the most current and successful mental health practices for youth.

JOHN FLORIAN RIEDLER, MD, MEDICAL DIRECTOR- Dr. Riedler has 23 years of experience in the practice of psychiatry and addictions medicine. He received the Presidential Award for Community Betterment by training crisis intervention teams in all junior and senior high schools within a 100+ mile radius of Omaha, NE. He has been an active faculty member of three accredited medical schools and maintained a national forensics practice, with special emphasis on evaluating persons who commit violent crimes. Dr. Riedler has presented national medical lectures on neuropsychopharmacology and treatment of mental disorders and co-lead the design and development team for the State of Nebraska's Medicaid Managed Care Plan, a \$200 million per year program. Current certifications include: American Board of Psychiatry and Neurology, American Board of Adolescent Psychiatry, and the American Society of Addictions Medicine. Professional associations include: Nebraska Medical Association, Nebraska Psychiatric Association, Academy of Child and Adolescent Psychiatry, Academy of Pediatrics, and the American Society of Addictions Medicine.

Each of these individuals is a recognized expert in their field and provides continuous assistance to staff and facilities in overcoming issues that may hinder the success of their programs. In addition to this specific expertise, YSI provides a high level of direction through our juvenile management team. This team has experience in developing, implementing and monitoring juvenile justice plans, programs and reform. This team includes:

MR. JESSE E. WILLIAMS JR., SR. VICE PRESIDENT OF JUVENILE OPERATIONS- Mr. Williams has over 34 years of juvenile justice experience in executive direction, probation services, community-based programs, detention services, long-term commitment services, and administration and finance. Mr. Williams was appointed by the Mayor of San Francisco in 1997 to implement a local action plan for juvenile justice reforms and successfully established six (6) needed prevention and intervention programs in the Bay area. Mr. Williams has also spearheaded a variety of additional reforms, including a large expansion of community-based programs, the establishment of gender-specific services, a decrease in the number of youth held in detention, and the arrival of a detention reform effort sponsored by the Annie E. Casey Foundation, the Juvenile Detention Alternative Initiative. Prior to his commendable work in San Francisco Mr. Williams served as the Deputy Commissioner of the Philadelphia Department of Human Services, Division of Juvenile Justice; Administrator of Youth Services Administration in Washington, D.C.; and Deputy Director of the Maryland Juvenile Services Administration.

WOODROW HARPER - SR. VICE PRESIDENT OF BUSINESS DEVELOPMENT (JUVENILE DIVISION); Mr. Harper brings over twenty-two years of management experience in juvenile justice and criminal justice programs to the YSI team. He served as Deputy Secretary for the Florida Department of Juvenile Justice, where he was responsible for the day-to-day operations of the agency's 5,000 employees, 200 programs, and a budget of \$600 million. As the first Deputy Secretary for the Florida Department of Health and Rehabilitation Services, Mr. Harper's responsibilities encompassed the provision of oversight for Juvenile Justice programs. Mr. Harper also served as Staff Director of the Florida Legislature's Commission of Juvenile Justice and developed juvenile justice reform legislation that assisted in reorganizing Florida's juvenile justice system. Additionally, Mr. Harper was the Director of Compliance Monitoring for Florida's Juvenile Justice and Delinquency Prevention Program. In this capacity, he developed the first comprehensive statewide compliance monitoring system, which became a model for the Federal Office of Juvenile Justice and Delinquency Prevention and other states.

BOBBIE L. HUSKEY, CONSULTANT, JUVENILE OPERATIONS-Ms. Huskey is a nationally recognized resource in the planning, development and implementation of juvenile justice facilities and community-based programs, policy development and program evaluation. For more than 18 years, Ms. Huskey has provided technical assistance to numerous jurisdictions throughout the country and has served in key leadership positions for national professional organizations; including past president of the American Correctional Association and committee member of the National Council of Juvenile and Family Court Judges' Juvenile Delinquency Committee. She was also appointed by the President of the American Judicature Society to the National Criminal Justice Reform Committee. Representative of Ms. Huskey's work are the following projects: State of Virginia

Statewide Offender Management Plan, State of Texas Statewide Facility and Community Corrections Master Plan, State of Washington Statewide Law and Justice Plan, San Bernardino County, California Adult Detention Master Plan, Cook County, Illinois Three Year Strategic Plan, Essex County, New Jersey System Wide Needs Assessment, State of Kansas Adult Corrections Master Plan, State of Kansas Juvenile Needs Assessment and Funding Viability Plan, and State of Maryland Juvenile Justice Public Education Plan.

LYNNLEE JORDAN, EDM, MSW –ASSISTANT VICE PRESIDENT, BUSINESS DEVELOPMENT (JUVENILE DIVISION); Ms. Jordan is an experienced professional with a long history in juvenile facility management and treatment. Ms. Jordan has served as a senior Program Manager with Massachusetts' Department of Youth Services and has supervised and implemented innovative treatment initiatives as well as organized in-service training sessions for clinicians and caseworkers assigned to various juvenile justice programs. Most recently she was the Executive Director of Adolescent Services for Spectrum Health Systems and, under her supervision, took a 1.3 million dollar division and helped the agency grow to approximately 9.5 million dollars. One of the contracts that she was responsible for managing was the Support Services Contract for the Metro Area Office of the Department of Youth Services in Massachusetts. Ms. Jordan is also a Certified Trainer via the National Institute of Corrections (NIC).

PETER J. GLYNN, M.S., CONSULTANT, EDUCATIONAL PROGRAMS (JUVENILE DIVISION); Mr. Glenn has over 17 years of experience in the education of youth that have a high rate of learning, emotional, and behavioral disorders. For the last six years he has worked as a teacher/principle for YSI level 6, 8, and 10 facilities and has consistently maintained compliance with DJJ educational requirements for juvenile education in residential programs. He has extensive experience developing transitional education programs for at-risk youth and was nominated and accepted into "Who's Who" Among America's Teachers. Mr. Glen is responsible for providing direction and support to facility teachers and administrators and establishing collaborative support among parents, students, and the community at large to enable all students to be successful and leave high school well-prepared for responsible citizenship. Mr. Glen is a Certified Quality Assurance Peer Reviewer.

YSI understands that all administrative and management decisions directly and/or indirectly affect the successful implementation of a facility's program. Program principles, goals and strategies must be clearly defined to ensure that contract performance and administration are consistent and that all program components complement each other.

Personnel - A juvenile facility's standard of operations is dependent upon the quality of staff selection, training, education, and accountability systems. An adequate number of positions, a reliable selection procedure and an on-going training and education program is provided. High and consistent levels of accountability are prerequisites to the safe and secure operation of the facility. YSI has a strong commitment to employing and retaining highly qualified and competent staff. Selection, retention and promotion are made on the basis of knowledge, skills and abilities. No person is discriminated against on the basis of age, sex, religion, national origin or disability.

YSI expects all employees to meet the highest standards of legal and ethical conduct. The ethical principles of YSI (integrity, respect, teamwork, quality innovation, and citizenship) are the foundation for ethical conduct. YSI's Ethics and Compliance manual provides a clear road map for employees to follow and establishes an impeccable standard of proper actions, attitudes and language used in conducting daily activities. Each employee is a critical link in the chain of excellence and acknowledges his or her responsibility under the code. All YSI employees must comply with all federal, state and local laws and government regulations.

YSI provides a minimum of three weeks of pre-service and weekly in-service training to all staff. The training is job-specific. Documentation of all training is provided to the DJJ and maintained in the employee's records. All staff are trained to interact with the youth in a manner consistent with the security needs of the facility, the program needs of the youth and the contract requirements.

Internal Administrative Review - YSI operates its correctional facilities and programs in compliance with our contracts, ACA Standards and the standards set forth by each contracting entity. Recognizing that it works for the Contracting Authority, YSI stresses open communications and accessibility for DJJ representatives to their contract sites and to YSI's corporate office. Our commitment to standards compliance includes each facility's internal performance measurement for self-evaluation and monitoring. YSI's audit instrument is based on

ACA Standards allowing management to evaluate each operation against national standards, remedy deficiencies, and upgrade services as needed.

YSI's performance monitoring procedures ensures that the facility is meeting its goals including: the status in meeting professional requirements and standards; the efficiency of the residential process from intake through release; the motivation of staff to provide high-quality services; and identification of specific problem areas and solutions.

Direct responsibility for Quality Assurance has been assigned to Dorothy Xanos, YSI's Director of Quality Assurance. Ms. Xanos has considerable experience in monitoring quality assurance from her work with YSI and previously the State of Florida – a state that is considered to be a leader in developing and implementing quality assurance programming. Since coming to YSI, Ms. Xanos has worked with the staffs of our Florida facilities to ensure that each facility meets or exceeds the expectations of the contracting authority. As a result of their efforts, each of our Florida facilities has received a passing score on their annual audit. In fact, 3 of our programs were awarded "deemed status" by the State – Hillsborough Academy, JoAnn Bridges Academy, and Okaloosa Youth Development Center. Furthermore, Hillsborough Academy, Cypress Creek Juvenile Correctional Facility, Okaloosa Youth Development Center, Bartow Youth Training Center, and Polk Youth Development Center have been awarded ACA accreditation for their excellence in operation. YSI's JoAnn Bridges Academy received ACA accreditation at the most recent ACA conference.

In addition to annual internal reviews, the Facility Administrator is required to submit to the Sr. Vice President of Juvenile Justice, a weekly report that summarizes their activities of the previous week and any unusual occurrences or events during that time. This report is in addition to the Company's internal policy requiring that certain events, defined in YSI's Incident Reporting Policy, are reported immediately. All such reports are made available to the DJJ Contract Monitor upon request or at the time they are submitted to YSI officials, depending on the preference of the DJJ.

Procurement of Equipment, Supplies and Other Resources - Michael Lambert, YSI's Vice President of Purchasing, is responsible for ensuring that the necessary goods and services are provided to the facility in a timely manner. YSI has established relationships with local and national vendors to furnish the highest quality of goods and services at the most cost-effective prices. YSI follows all state guidelines, and makes concerted efforts, to us Minority Operated Businesses.

YSI operates six (6) juvenile facilities in Florida and our corporate office is located in Sarasota, Florida with staff available to provide training, management support and immediate local contact for officials to whom we provide services.

YSI staff are 100 percent dedicated to the successful rehabilitation of the youth in our care. Our broad range of experience in providing educational, treatment, and security programs enhances our ability to provide high quality programming and services for this facility.

3. PAST PERFORMANCE

Attachment C, Evaluation of Past Performance for Residential Commitment Programs, is provided on the following pages.

4. PROGRAM SERVICES

YSI has significant experience providing comprehensive program services for youth at moderate-risk facilities. YSI's programs are designed to care for and treat youth who typically exhibit the following behaviors: irresponsible conduct, poor judgment, egocentric behavior, socially inappropriate value systems, lack of self-discipline, poor self-esteem, self-abusing behavior, and the need for immediate gratification. Many of these youth have substance abuse issues, come from dysfunctional families with inadequate in-home supervision, and/or lack significant community-based guidance and support. They often respond poorly to authority, and have a history of socially inappropriate verbal and physical behaviors. Additionally, youth may have multiple diagnoses such as cognitive disabilities, emotional disturbances and developmental disabilities, as well as medical problems. Given the opportunity, YSI will work with the Florida Department of Juvenile Justice in providing effective care, custody, and treatment for TJRF youth 24 hours a day, 7 days per week.

YSI recognizes that the anticipated number of residents for the program is a total of 112 youths. Youth served at TJRF will have the opportunity to participate in all program components based on their individual treatment needs and Department and Florida Statute requirements.

YSI's intensive therapeutic community is based on "best practices" research generated by our own experiences, as well as promising programs identified by the American Correctional Association, the Department of Justice - Office of Juvenile Justice and Delinquency Prevention, U.S. Bureau of Prisons and other sources. YSI has long provided state of the art design, development and implementation of innovative and effective treatment programs for high-risk youthful offenders that includes structured learning and behavior management techniques that emphasizes social skills, academics, pre-vocational and vocational training, and life skills. All of YSI's programs and operations are designed to encourage pro-social behaviors in youth through modeling, role playing, positive feedback and encouragement.

YSI acknowledges the critical role of building positive and value-added partnerships and linkages to home communities of youth in our programs. In concert with aftercare providers, authorized by the Florida Department of Juvenile Justice (DJJ), YSI is committed to identifying, within these communities, positive factors, including individuals, groups, and institutions which might assist in transitioning our youth to reduce risk factors that could lead to continuing criminal and delinquent behaviors. In Florida, YSI has identified and communicated with organizations that are willing to have an active role in helping youth manage their situations upon returning home. These include local faith-based organizations near our programs, Historically Black Colleges and Universities (HBCUs) and many college-based fraternal and sorority organizations, all of which are willing to share their time, knowledge, experience, and friendship through mentoring. CSC has received recognition from contracting authorities for our ability to recruit, train and motivate volunteers who thoroughly enhance our programs.

YSI has established numerous successful Community Advisory Boards (CABs) in communities that host our facilities. These Community Advisory Boards have become very active in the facilities and have, concurrently, helped YSI become an active, productive member of the host communities. YSI has found advisory boards to be an excellent structure to facilitate open communication, joint planning and community involvement. Our Citizen Advisory Boards reflects the community through diversity in race, gender and levels of community leadership. It is also established in accordance with School Board requirements, and Quality Assurance standards.

It is YSI's goal to create a climate in which the Department, YSI, and the public can exchange views, ideas and information that result in policies and programs responsive to public priorities, needs and concerns. YSI will utilize existing partnerships while developing new strategic alliances that will strengthen the position of the Department and Youth Services International with the general public. Drawing on community expertise, promoting community-based approaches and solutions, and empowering people and communities to participate actively in problem identification and solutions, promotes a more accepting atmosphere and allows for an easier and more successful reintegration of the juveniles back into society.

YSI will continue to comply with all requirements set forth by the Department's program manuals and policy directives as well as additional requirements that are incorporated into this document by reference and all future amendments, if applicable.

YSI will only accept referrals for program admission from the Department. YSI recognizes that the program's scope is statewide and that the Department may, based on availability of beds, place youth from other Regions.

YSI understands that should we disagree with placement of a particular youth, the admission of the youth will occur and that YSI may contact the South Region Residential and Correctional Facilities Office to address our concerns.

YSI will accept new admissions Monday through Friday between 8:00am and 5:00pm with the flexibility to provide admission services at other times. YSI understands that all admissions will be coordinated in advance with the local Commitment Manager, Detention Transportation Coordinator and DJJ Probation Officer.

All 112 beds at TJRF will be designated for Behavioral Health Overlay Services (BHOS), once State of Florida funding becomes available.

CARE AND CUSTODY

In order for a treatment program to be truly effective, it must be conducted in a safe and secure environment. All members of the facility staff must be dedicated to ensuring the safety of the community, the staff and the juvenile population. The Facility Administrator works with staff and key personnel to develop schedules that ensure adequate staff coverage across all shifts. This is consistent with the provisions agreed upon by YSI and the DJJ. YSI will furnish all managerial, administrative and direct care personnel to deliver the services specified by the Department. YSI's operation will be staffed with personnel physically able to perform their duties and who are properly trained. YSI will meet or exceed all staff to client ratios as required by DJJ.

In order for a treatment program to be truly effective, it must be conducted in a secure, safe environment. All members of the facility staff must be dedicated to ensuring the safety of the community, the staff and the juvenile population. The Facility Administrator, ensures that appropriate security measures are continually refined, maintained, and address a wide variety of situations and contingencies.

1. YSI will actively provide awake 24-hour daily supervision, custody, and care of youth 365 days a year..
2. **Staff** – In order to ensure facility security and program integrity it is of the utmost importance that the facility be properly staffed at all times. The Facility Administrator works with staff and key personnel to develop schedules that ensure adequate staff coverage across all shifts consistent with the provisions agreed upon by YSI and the DJJ. YSI furnishes all managerial, administrative and direct care personnel to deliver the services specified by the Department. YSI's operation is staffed with personnel physically able to perform their duties and who are properly trained. YSI meets the following staff-client ratios:
 - 1:10 between 7:00 a.m. and 11:00 p.m., 1:12 between 11:00 p.m. and 7:00 a.m. and 1:5 for off-campus activities.

The preceding ratios are in accordance with DJJ contract agreement. Please see the staffing pattern in **Volume II, Financial Data**.

YSI uses a shift log system to facilitate communications by staff from shift to shift. This communication system includes a full debriefing of any and all incidents which occurred on the prior shift, head counts and any other information that staff from the previous shift deem necessary to ensure facility security.

Movement of Youth – Youth workers are aware of the location of all youths at all times. At least one of the youth workers maintains visual contact with each juvenile. He/she does not leave their area of responsibility without first informing the supervisor.

Youth workers know the exact number of juveniles assigned to their section and are able to recognize them on sight. Before a juvenile is moved, Master Control is notified and a search is conducted of the youth. All youth must receive permission from staff to move about the facility for any reason. Youth workers must make periodic head counts to ensure the earliest possible detection of an absent youth.

When moving youth from one area of the facility to another, one youth worker must walk behind the group to detect any juvenile attempting to leave the group. A head count is conducted when the group arrives at their destination.

Resident Counts – a written report is completed daily and submitted to the Facility Administrator concerning the total facility population for the day. The report complies with all DJJ standards and includes, at a minimum, the following elements:

- Total census count as of 12:01 AM
- All new admissions for the day
- Any releases or discharges for the day
- Daily transfers
- Youth away from the program

Staff are required to know the number and location of all youth assigned to them, and are able to recognize them on sight. During waking hours, each youth is under the active supervision and control of at least one security staff member at all times. Active supervision and control is defined as constant visual contact and continuous close physical proximity, except in cases of medical emergency.

Staff are required to take periodic population counts to ensure early detection of missing youth. Unit level population counts are conducted each time there is movement from one area of the facility to another, at each shift change, at a random time during each shift, and whenever youth are transferred, admitted or released. These counts are reported to the Facility Administrator. A Master Population Board is maintained and constantly updated in Master Control.

Head counts are conducted hourly for each shift and the program utilizes a preprinted form that includes youth names and codes to document the youths' locations at any given time. Formal head counts are conducted every four hours and documented in the logbook as well as the head count sheet.

Contraband Inspections – YSI has developed policies and procedures to deter the introduction, possession, and movement of contraband in the facility. YSI defines contraband as those items or materials which, either by their original design or through alterations made to them, could be used to compromise the safety and security of the facility.

Every effort is made to seize contraband before there is an opportunity to bring it into the facility. Staff are trained in techniques and procedures to detect and handle contraband including reporting, securing storage, destruction and, in the case of evidence, are trained in "the chain of custody" protocol.

Sleeping rooms and youth activity areas are often used to hide contraband. Fixtures and equipment in these rooms are frequently tampered with and damaged. Therefore, frequent, random searches of these areas are conducted. These searches include checking light fixtures, speakers, view panels, mirrors, exterior windows, air vents, plumbing fixtures, doors, hinges, locks, desks, beds, furniture, molding and any other features or items of equipment.

Prior to taking youth outside for recreation, staff conduct a security check of the outdoor recreation area. This security check determines if the fence or any of the gates, including locks and hinges, have been tampered with or if contraband has been introduced into the recreation area. Any problems noted during

this security check are brought to the attention of the Facility Administrator or designee. Any deficiencies are corrected as soon as possible.

All youth are searched upon admission to the facility and when they return from a trip outside of the facility. Searches are also conducted in situations when staff has reason to believe that an individual youth has an item of contraband on his person. Searches prompted by the suspicion of contraband are documented in writing.

Inspections of Security Features – maintenance staff will develop a regular inspection and maintenance schedule for physical security features. A log is kept of these inspections and maintained in a central file. Any deficiencies in physical security measures are reported immediately to the supervising administrator. If the deficiency represents a major detriment to facility security, immediate action is taken. Any physical security feature that is not in working condition is repaired or replaced immediately upon discovery.

Security staff perform and document daily inspections and tests of doors, locks, bars, grills, walls, floor, vents, security screens, fire extinguishers, fire hoses, needles, syringes, medication, fences, gates, electronic audio/visual systems, metal detectors, motion detectors, the perimeter and other security related equipment and devices. Conditions of disrepair are brought to the attention of the Facility Administrator. This is reported using the facility's emergency Maintenance Report system, and when appropriate, on an Incident Report form. Evidence or suspicion of tampering is cause for an immediate investigation.

Inspection reports include a list of all components, buildings and equipment to be inspected, inspection schedule, and the method for documenting that the inspections were performed, any discrepancies noted, and as necessary, any corrective action that was taken. Inspections and documentation include monthly checks of emergency keys to ensure proper functioning. Results of all inspections are submitted to the Facility Administrator, and are made available to the DJJ.

YSI will maintain the operation of TJRF in compliance with standards required by state and local fire and health authorities. Facilities and grounds will be maintained in a manner that provides a safe, sanitary, and comfortable environment for youth and staff.

YSI will maintain written policy and procedure with established quick response protocol for notifying local law enforcement or the fire department to assist in emergencies when needed.

3. Orientation-Orientation will begin within 24 hours of youth's admission.

4. Food Service- Few programs affect the climate of a facility more than the food service program. It is essential to the orderliness and safety of the facility. When the food program is unsatisfactory, other problems become magnified. A sound and appealing food service program with appetizing, nutritional, well-balanced meals, attractively presented, and tailored to the preferences of the residents lessen the urgency of many residents' concerns. Overall, food service must provide for the basic nutrition of the youth population and contribute to a positive facility environment. YSI provides food service for youth at many of our facilities. Residents are provided with the best possible meals consistent with the budget plans, daily ration allowances for both younger and older adolescents, and in full compliance with DJJ requirements.

Menus will be monitored to ensure compliance with the recommended dietary allowances (RDA), the DJJ Residential Commitment Services Manual February 1997, the Quality Assurance Standards for Juvenile Justice Residential Programs November 2001, and the U.S. Department of Agriculture's National School Lunch Program. Menus will be reviewed and approved by a licensed dietician/nutritionist in accordance with Chapter 468, F. S.

YSI will regularly solicit input from youth regarding the quality and content of meals. All information will be summarized and shared with appropriate staff.

Special arrangements will be made to accommodate meals for youth that must be away from the facility

during regular meal times for court appearances, medical appointments, etc.

5. **Clothing and Hygiene** - YSI will provide climate appropriate clothing that is properly fitted, clean, and in good repair. YSI will provide access to personal hygiene items suitable for an adolescent male population and will provide clean bed linens and towels weekly, daily, and as needed. YSI will maintain compliance with FDJJ 8.07, Youth Dress and Hygiene Policy.
6. **Compliance with Local Fire and Safety Standards**- YSI will maintain operation of the program in compliance with standards required by state and local fire and health authorities. Facilities and grounds will be maintained in a manner that provides a safe, sanitary, and comfortable environment for youth and staff.

YSI has included a weekly schedule of activities with the **Cost Proposal**.

CASE MANAGEMENT SERVICES

YSI provides case management services in coordination with the DJJ, agency staff, other agencies, and members of the community in the assessment of the individual needs of youth.

Benchmarking Progress in a Therapeutic Setting

Referral to a program assumes a need exists requiring the development of greater stability and success in managing emotion, thought process, and/or behavioral actions. An **expectation** is the assessment of the individual's current abilities and immediate anticipated level of performance. A **goal** is the desired end result that represents a satisfactory outcome to the intervention.

Case Management: Functional Treatment Planning

Treatment is a proactive developmental process, not a passive descriptive process. For this reason, it is important to know the difference between treatment goals and a treatment plan. A quality program is designed to implement the treatment plan of the population referred; the program must be multidimensional as well. In developing a program model or a treatment plan, three primary concerns must be addressed:

- 1) Normative developmental concerns of the referred population
- 2) Referral-based corrective concerns of the referred population
- 3) Unique individual concerns of the referred population

Normative Developmental Concerns of the population refers to both the primary age of the youth in the program. Regardless of the specific referral problem, the program has a responsibility to address the age appropriate developmental concerns of adolescent males between the ages of 13 and 18 years of age. The social environment is matched with the gender and developmental level of the residents to encourage the accomplishment of developmental milestones and the role of the staff are defined accordingly. With very young children under eight, the staff are protectors working closely to meet the developmental agenda of emotional security and safety. For children eight to twelve years, the adults are instructors using activities to teach new skills and instill confidence in abilities. For adolescence, the social environment is set up to maximize peer to peer interactions where the staff serve as a mirror for self reflection to meet the developmental agenda of identity integration. Regardless of the specific primary referral reason, the social environment is established to meet age determined developmental agendas of the population.

The Referral-Base Corrective Concerns of the population refers to the primary focus of the program. While pathways to delinquent conduct are qualitatively different, with all youth the interventions must be wide in scope, addressing the need for developing individual, social, vocational, and academic competencies contributing to greater resiliency, self confidence, and the capacity for critical thinking and decision-making. Whether it is juvenile violence, substance abuse, delinquent sexual conduct, or a mental health issue, a quality program is structured to address the primary problem and accommodate co-existing problems. Areas of concern and strategies for resolution are not individualized but structured into the very heart of the program

model.

Progress through the program is marked by the acquisition of knowledge, skills, and abilities directly associated with successfully overcoming the identified problem. A second dimension of treatment planning is tracking youth progress through learning and performance based criteria of promotion through the program on factors predictive of future success. This insures that residents in the program maintain a focus on the decisions and choices that directly contributed to their placement as well as the associated concerns related to their need for ongoing growth and development as young men.

Unique Individualized Concerns refers to the fact that while youth in the program may share age and primary referral problems in common, their personal developmental experiences are unique. This provides them with a unique set of strengths and weakness in their ability to handle the challenges of interpersonal relationships and situational problem solving.

The presence of traumatic experiences also provides each youth with unique strengths and emotional vulnerabilities. The program and staff must be able to explore the uniqueness of each youth capitalizing on their strengths and providing understanding and resolution to their vulnerabilities and weaknesses. The third dimension of treatment planning establishes strategies for meeting these unique individual needs and tracks progress in this area.

Diagnostic Evaluation Services

The purpose of the Initial Needs Assessment is to determine the nature and intensity of service required in order to ensure a positive result in a treatment program geared towards the safe and successful reintegration of the youth into the community. The needs assessment must identify levels of concern, both directly and indirectly, related to the youth's presenting problem of delinquent conduct.

Initial Evaluation: Overall Needs Assessment

This multi-dimensional approach to Needs Assessment focuses on areas of concern routinely present in youth with histories of delinquent conduct. Levels of concern in low to moderate range (0-2) suggest that the needs of the youth can be served effectively in most well conceived, functionally operated, rehabilitative programs. Areas of concern rated in the high (4-5) range suggest the necessity for special provisions and contingencies being made to supplement traditionally effective rehabilitative strategies. In some cases, particularly where high levels of concern are noted in Mental Health or Special Services, additional evaluations must be completed to assess the possible need for a more specialized placement.

a) Assessment of Individual Needs

Through a standard structured process, with background information on the youth, complimented by a thorough interview, the information is consolidated into a **Needs Assessment** of nine standard categorical areas of concern. At each progressive step through the program, these needs, as well as others, are reassessed to insure the program is effectively meeting these areas of concern. A final needs assessment is completed in preparation for discharge and transition. This serves as a foundation for aftercare planning. The categorical areas of initial review are:

NEEDS ASSESSMENT

1. FAMILY: Status Code: _____ _____ In Home Violence _____ Family Criminality _____ Hx of Abuse/Neglect _____ Substance Abuse	2. EDUCATION: Status Code: _____ _____ School Performance _____ School Behavior _____ School Truancy _____ Special Education	3. VOCATION: Status Code: _____ _____ Previous Job History _____ Career Interests _____ Vocation Training _____ Job Search Skills
4. HEALTH:	5. MENTAL HEALTH:	6. SOCIAL/LIFE SKILLS:

Status Code: _____ _____ Health and Hygiene _____ Illness and/or Injury _____ Family Illnesses _____ Special Needs	Status Code: _____ _____ Emotional Stability _____ Previous Treatment _____ Medications _____ Suicide Hx or Risk	Status Code: _____ _____ Life Skills _____ Emotional Maturity _____ Interpersonal Skills _____ Decision-Making
7. SUBSTANCE ABUSE: Status Code: _____ _____ Drugs/Alcohol Abuse _____ Drug Sales/Distribution _____ Education/Prevention _____ Family Drug/ETOH Use	8. SEXUAL CONDUCT: Status Code: _____ _____ Sexual Delinquency _____ Sexual Health/Education	9. PERSONAL/LEISURE: Status Code: _____ _____ Leisure Activity _____ Peer Relationships _____ Community Involvement _____ Skills & Hobbies

b) Assessment of Risk to Re-offend

In addition to the needs presented by each individual youth, it is vital to maintain a community protection focus by assessing risk factors related to re-offense. By establishing an initial baseline of risk, progress towards goals is easier to track. This allows the staff to track each youth's progressive readiness for a transition to a lower level of security and supervision, up to the point of release from the highly structured residential environment. Each item in the Risk Assessment and Review checklist is weighted by relative strength of association to recidivism and the degree of progress observed. The three categories of risk reviewed are:

1) Fixed Factors: These are historical factors highly predictive of violent delinquent behavior that serve as a constant baseline. Because these are historical, these risk factors remain constant. Once a youth has committed a violent delinquent act, the baseline potential risk will always be higher than for that of a youth who has no previous history of violence.

2) Attitude Factors: These are factors related to the youth's attitude about delinquent and violent activities that are also high-risk indicators. At each point of promotion in the program, a member of the youth's treatment team will re-assess the youth on these indicators in order to track progress.

3) Treatment Factors: These are factors related to knowledge, skills and ability deficits that are high-risk indicators. As the youth progress through program stages, these factors are reviewed at each promotion point by the youth's treatment team to re-assess progress on these variables.

By tracking both individual needs and risks, the program maintains a balance between the concerns regarding youth development of skills and abilities with the need for community concern and protection. This process of repeated periodic reassessment of needs and risks also insures the program maintains its focus from entry to exit and that the treatment plan and program structure address the critical central themes of the problem. The Initial Needs and Risk Assessment insures that the youth is placed in the proper intervention service and that their needs will be addressed effectively, systematically and comprehensively.

Progress Evaluations: Individual Youth Resource Development

The effective operation, monitoring, and evaluation of youth progress on identifiable goals and objectives in a systematic manner, as well as the monitoring of consistency of program and staff functioning, is the strongest predictor of program success in reducing youth recidivism (Loeber & Farrington, 1998). The program design and evaluation process is also critical to providing the opportunity for research and impact analysis of the program in meeting intended, specified objectives (Latessa, 2001). The Strategic Program Model evaluates progress on Individual Youth Resource Development.

Thinking Patterns and Daily Evaluation

Students will receive daily feedback from staff to help them stay focused on success and develop skills in areas where improvement is needed. This regular, periodic review process focuses on changing destructive thinking patterns associated with poor decision making and exploitative behaviors to healthy thinking patterns.

associated with handling people and situations effectively. It also provides a structured opportunity to learn to accept constructive criticism as a means of learning. Our program does not focus on thinking errors, rather on reinforcing constructive thinking and minimizing destructive thoughts and behaviors. There are seven basic patterns that staff evaluate daily. These seven areas and associated behaviors that characterize each pattern are described as follows:

Boundaries: The manner in which one influences or is influenced by others.

Destructive	Constructive
<ul style="list-style-type: none"> • Inflated self image • Must always win • Makes unhealthy personal sacrifices for others • seeks personal gain at the expense of others 	<ul style="list-style-type: none"> • knows personal strengths and weaknesses • strives for mutual success and benefit • Helps others but not at personal expense • Asks for help but does not exploit others

Empathy: The ability to understand another person's point of view and feelings.

Destructive	Constructive
<ul style="list-style-type: none"> • exploits others for personal gain • influences others contrary to their best interests • does not value others as helpful resources • avoids participation and discourages others 	<ul style="list-style-type: none"> • sees needs of others and supports their success • positive role model and healthy leadership • seeks opinions and help of others • participates actively and encourages others

Learning From Mistakes: The ability to accept responsibility and learn from the consequence of personal choices.

Destructive	Constructive
<ul style="list-style-type: none"> • makes excuses and blames others • minimizes impact of disruptive behavior • wants to be rescued by others • avoids consequence of choices 	<ul style="list-style-type: none"> • accepts responsibility for choices • places importance on learning and improving • attempts to find solutions to problems • accepts consequences of choices

Self-restraint: The ability to exercise control over impulses and demonstrate patience.

Destructive	Constructive
<ul style="list-style-type: none"> • fails to plan or consider consequences • wants needs met immediately • excessive horse play and avoids serious issues • excitable and focused on destructive goals 	<ul style="list-style-type: none"> • thinks before taking action • has patience and waits for appropriate time • balances healthy fun and serious work • excited and focused on healthy goals

Responsibility: The ability to see one's own role in the outcome of decisions.

Destructive	Constructive
<ul style="list-style-type: none"> • argues and routinely resists authority • puts off and does not complete responsibilities • uncooperative and exhibits dishonesty • fails to keep commitments 	<ul style="list-style-type: none"> • accepts authority figures • finishes responsibilities promptly without excuse • earns trust and demonstrates integrity • is dependable and keeps commitments

Emotions: The ability to identify feelings accurately and manage behavior in the presence of strong emotions.

Destructive	Constructive
<ul style="list-style-type: none"> • magnifies and escalates emotions • vents emotions on others • masks positive feelings and thoughts • becomes hostile and aggressive when emotional 	<ul style="list-style-type: none"> • expresses feeling to others • keeps emotions in perspective • openly expresses positive feelings and thoughts • manages behavior and expresses feelings

Problem Solving: The ability to resolve conflicts fairly with negotiation and compromise.

Destructive	Constructive
<ul style="list-style-type: none"> • ignores and denies problems • jumps to conclusions and blames others • sets unrealistic goals • inflexible and stubborn 	<ul style="list-style-type: none"> • accepts problems and attempts to resolve them • gathers information and makes decisions • sets realistic goals • flexible and seeks alternatives

The Daily Evaluation Process

This cognitive-behavioral assessment strategy insures a balance of focus on internal beliefs and decision-making with applied action and personal initiative on the part of the youth in the program. These areas of Interpersonal and Situational Decision-Making insure continuous and daily focus on characteristics and skills associated with long term success. Cumulative "point systems" are generally ineffective because the criteria are usually behavioral and youth "stockpile" points. Once they attain the required total, they coast, resulting in erratic and inconsistent effort. Averages are preferred because they are more sensitive to changes in performance and require greater continuous effort and consistency to maintain.

The individual evaluation process is designed to help youth focus and receive feedback on characteristic thinking patterns associated with future success. Because youth that are successful and youth who have initially struggled and eventually became more successful share these characteristics in common, it is vital that the program place a strong priority on developing reasoning in these areas. The evaluation process allows the staff to give youth feedback on how they are progressing as well as the experience of receiving constructive criticism as a means of learning and self-improvement which is also an important skill for achieving success in the world.

A good treatment plan process is much more than a list of problems to be addressed and a description of the desired outcome. A treatment plan is a strategy that establishes priorities for sequential learning and provides missing elements of knowledge or skills prerequisite for success. A good treatment plan is a dynamic, progressive strategy that evolves in conjunction with the youth's readiness and preparation to move forward and address increasingly complicated concepts and increasingly challenging circumstances in their lives within the safe and support environment of the program.

The treatment strategy must define immediate goals that require informal daily feedback loops with a "here and now" focus. In the Strategic Program Model this is accomplished through daily evaluation of the Seven Thinking Patterns. This insures consistency of focus in identifying youth strengths and weakness in meeting the day to day challenges of interpersonal and situational dilemmas.

The treatment strategy must define intermediate goals which require informal weekly or bi-weekly feedback loops with an "up until now and next focus." In the Strategic Program Model, this is accomplished through the combination of examining weekly patterns and trends in the cumulative daily evaluation of Thinking Patterns and progress towards the completion of psycho-educational assignments designated for each stage of the program.

The treatment program must also define long-term goals which require a formal monthly or bi-monthly feedback loop by the entire treatment team with a "before you are ready to leave focus". In the Strategic Program Model, this is accomplished through the combination of examining monthly patterns and trends in the

cumulative daily evaluation of Thinking Patterns, a review of the youth's current stage of the program and stages requiring completion, and a review of the youth Needs Profile and Risk Review. This determines residual areas of progress needing to be made in all the arenas of the youth's life to prepare them for the challenges of living with less structure and supervision on returning to the community.

The use of a comprehensive and structured case management and treatment planning process allows for our programs to accurately assess the status of youth through the duration of their stay in the program.

Follow up assessment of needs and risks mark the program's ongoing impact on the youth through individual resource development and program progress evaluations. These reviews define areas of continued concern or needed focus for improvement on discharge and transition with the dynamic and progressive case management and treatment planning strategy.

The Strategic Program Model Treatment Plan begins contingency planning for discharge and transition with the Initial Needs Profile and Risk Assessment at intake. The continuous reassessment of Needs and Risks of the youth present a continuous picture of accomplishments and residual concerns at each stage of the program. The final disposition of the youth's Needs Profile and Risk Assessment serve as the basis for the final discharge plans which, in turn, serve as recommendation for Aftercare Support and conditional freedom of the youth.

Learning and Development: The Establishment of Self Reflection and Personal Development through the "Level System of Learning"

One component of change is the addition of new skills and abilities to replace ineffective and destructive patterns of decision-making. Based on Learning/Change Theory (Prochaska, DiClement, and Norcross, 1992) program learning objectives are sequenced in order to allow for progressive learning in a step by step manner in areas designed specifically to reduce the risk for future delinquent activities. The program material guides youth through concepts and skills beginning with the most basic theme and then applying basic concepts to understand more complex problems and situations. Rather than mark progress by the youth's ability to meet program standards for conduct as many programs do, YSI's approach to progressive learning is designed to mark progress of the youth towards readiness for independent living and decreasing levels of adult supervision through the acquisition of new skills, knowledge, and abilities. Progress is marked through the program by themes of learning associated with each progressive level. Through the use of psychoeducational worksheets, the youth learn concepts that serve as a focus of one to one guidance counseling, group discussions, family counseling, and treatment planning at each stage of the program.

Orientation marks the first step in the process of self discovery by establishing clarity of expectations in the program environment. These include expectation about the role of the staff, the daily routines, and what the staff will expect from the youth. Making the program environment predictable allows youth who are willing and prepared to work immediately to put out effort towards understanding themselves more quickly. It also allows youth not yet committed to the process of self discovery and change the opportunity to make sense of what will happen and what to expect if they fail to adhere to program rules and expectations. In either case, the key is a reduced initial level of tension and uncertainty through structure and predictability. The primary agenda at this point is the preparation of youth for successful participation in the program, not change. Success becomes a matter of choice.

THE THEMATIC LEVEL SYSTEM: LEVELS OF LEARNING

Level 1: Understanding Past Patterns

The first stage of programming is design to facilitate the discovery of the motivations, needs, and thoughts that resulted in ineffective and destructive attempts to cope with life circumstances. The pattern of coping and what the youth is trying to accomplish must be determined. The referred problem is often treated as if it were the intended result the youth was pursuing when in fact each problem is actually the failed solution. Before attempts to change are encouraged, it is first important to establish the existence of a problem and the failed previous attempts to resolve it from the perspective of the youth not achieving their own goals. This is also a

critical step towards achieving a mutual and collaborative effort between the youth and the staff. Addressing intentions and needs allows for collaborative effort while addressing the choice and problem behavior immediately sets a tone of dissension and conflict that can persist through the duration of the youth's stay in the program. This Pattern Analysis strategy of addressing the referred problem is also applied to examining additional individual problem patterns in each aspect of the youth's life.

Level 2: Victim Impact and Interpersonal Responsibility

The primary focus of this stage of the program is to provide an impact analysis of destructive and ineffective past decisions. Beginning with the physical, emotional, and financial cost to victims, this stage of the program is designed to create internal tension as the youth is faced with the conflict between the need and desire to have a positive self image and the recognition of harm they have caused. Subsequent to the Victim Impact focus, the youth also examine the destructive impact their decisions have had on others in their lives such as family and friends. The final focus of this stage is on positive relationships in exploring the nature of healthy friendships, positive role modeling, and the power of responsible leadership. This stage is designed to build a foundation for an internal motive for change. Without an internalized desire for self improvement, any changes will be temporary compliance to external restrictions. Youth will only change when they see and believe it is in their own best interests to do so.

Level 3: Learning Alternatives

The focus at this stage in the program is primarily on providing knowledge of and opportunities to practice new skills in decision-making, critical thinking, problem approach, and interpersonal conflict resolution. After creating an awareness of the ineffectiveness of previous decisions as well as a desire for general self improvement, the youth is now ready to work collaboratively towards improving skills and abilities in handling interpersonal relationships and life situations more effectively by developing personal resources. By moving through the program, the youth also has the opportunity to experience responsibilities and trust in assuming a leadership role among peers. This allows the youth to practice new skills with the guidance and support of their staff. This recognition and responsibility provide a foundation for emerging confidence and self image required for social success.

Level 4: Commitment to Success and Relapse Prevention

The primary focus at this stage of the program is on preparing the youth to be able to maintain a focus that will support their ongoing success on leaving the structure and supervision of the program. The responsibility of teaching and role modeling success strategies to new youth who are struggling with old patterns of thinking serves as a reinforcer of lessons and skills that have been learned. In addition, the youth is guided through the process of identifying possible circumstances that will face them and developing strategies ahead of time by practicing how to avoid, cope, and escape high risk circumstances specific to their previous patterns and past ineffective decision-making. Through role play and discussion, the youth develop a repertoire of situation specific responses.

A transition plan and aftercare strategy are developed to address continuing areas of concern identified in their exit Needs Profile and Risk Assessment. The aftercare plan specifies supervised contacts and the use of ongoing support activities such as family counseling, support group participation as well as school, employment, and recreational activities.

By providing structure and sequence to developing self awareness specific to each stage of the program, greater focus and specificity to learning creates more effective teaching by the staff and comprehension by the youth because segments are small and digestible. Creating themes around each segment provides a context for understanding the practical meaning and potential application of concepts being taught to real life circumstances. Supervision and oversight of program functioning also become "transparent" to supervisors and monitors from referral sources because tailoring questions to the level of the program the youth is on will reveal quickly whether each youth is being taught what it is they are suppose to be learning. The assignment of one to one guidance counselors provides "staff accountability" of being able to recognize who is primarily responsible for what the youth is or is not being taught.

Intensive Supervision and Support

Regardless of how well the program is running or how committed and skillful staff are in working with youth, there will invariably be youth who will struggle in a program for a variety of reasons. Intensive Supervision and Support (ISS) is designed to address the needs of youth that are at a potential turning point in the program. A turning point is a personal crossroad where it is evident that the youth will need to approach circumstances differently in order to succeed in a challenging situation. An ISS plan's primary focus is to develop a framework for increasing understanding and learning new skills and abilities to overcome the challenge.

There are four fundamental categories of challenges the staff may encounter with a youth in the program that would warrant the use of Intensive Supervision and Support:

1) Critical Incidents: Critical incidents are circumstances that have or can jeopardize the safety of the program environment. For example, this would include aggressive behavior towards other youth or members of the staff, major property damage, or efforts to incite others to do the same. In general, this would also include actions that would be considered criminal violations of law as well.

2) Personal Crisis: These are circumstances in which a youth displays a need or it is anticipated that a need for intensified emotional support based on a personal crisis including suicidal thoughts and/or self injurious behavior.

3) Focused Transition and Problem Solving: These are circumstances in which there is a need for intensified supervision or preparation for any transitional period. This would include circumstances such as transition to the community, home, or another placement. It would also include preparation for an important court hearing or visitation from an estranged parent or family member.

4) Failure to Progress Towards Program Goals: These are circumstances in which a youth is demonstrating persistent stagnancy and failure to move through the levels of the program and/or to meet requirements for promotion.

An ISS plan should be solution-oriented rather than length-of-time or length-of-assignment oriented. The focus should be on knowledge or skills development that will establish the motive and ability to handle similar situations successfully in the future. The plan should not be for the purpose of retaliation, humiliation, or forced remorse.

YSI will notify the committing court, DJJ Probation officer, youth's parents, and other pertinent individuals monthly on each youth's progress in the program.

ADMISSION REQUIREMENTS AND INTAKE

YSI will accept referrals for program admission only from the Department. YSI understands that youth residing in the South Region will be prioritized for placement but that the Department may place youth from other regions.

Should YSI disagree with the placement of a particular youth, the admission of the youth will occur and YSI will contact the Residential and Correctional Facilities Office regarding placement. YSI will accept new admissions Monday through Friday between 8:00am and 5:00pm with the flexibility to provide admission services at other times. YSI understands that all admissions will be coordinated in advance with the local Commitment Manager and the DJJ Probation Officer.

At the time of admission into the program the following intake, classification, and orientation procedures will take place:

Reception

Beginning with reception into the program, each youth will be treated as an individual. Assessment and orientation are opportunities for the staff to learn more about each youth and the path that has brought him into contact with the juvenile justice system. All youth will receive comprehensive assessments that will assist in determining their programming needs. YSI has included the following reception checklist.

RECEPTION CHECKLIST		
Task	Personnel	Time
1. Validate DJJ commitment packet		
2. Conduct first search		
3. Packing and storing of clothing and personal items		
4. Shower and hair care		
5. Issue clean clothing and linens		
6. Photographing, fingerprinting and notation of all distinctive marks and physical characteristics		
7. Conduct medical, dental and mental health Screening		
8. Collect court history and information from parents/guardians		
9. Juvenile assistance in notifying family of admission and procedures for mail and visiting		
10. Discussion and issuing of youth rights and responsibilities		
11. Provide schedules for food service, laundry, commissary, program classes, recreation, etc.		
12. Provide information on employment and education opportunities		
13. A written itemization list of all personal property in juvenile's possession that is to be mailed or held until release		
14. Storage of juvenile offender's civilian clothing if appropriate		
15. Documentation of disposition of juvenile's retained personal possessions (unauthorized property is mailed to the juvenile's designated address)		
16. Procedures are made available to the juvenile for safeguarding personal property		
17. Classification of juvenile		

Classification

Factors that are considered in making program placement and housing assignment decisions will include the youth's physical characteristics, such as age, height, weight, and general physical stature. His educational level, perceived maturity, and seriousness and type of offense will also be considered during the classification process. The youth's delinquency history and background, including gang involvement will also be considered. Furthermore, the youth's attitude upon admission, arson history, and past involvement in violent or aggressive behavior, sexual misconduct, or demonstrated emotional disturbance will be considered.

Upon admission, each youth's file will be reviewed and assessed for perceived risks (substance abuse, physical, sexual and/or emotional abuse, wellness, medical and mental health history, etc.). Staff will use this review to develop an individual needs assessment profile for each youth. The profile will also be used to assign each youth to an appropriate housing unit, a staff advisor, and to programs that suit his particular needs and provide the greatest opportunity for progress.

At any time during a youth's placement, he may be reassessed based on changes in behavior or progress in the program. YSI's classification system facilitates identification of youths that should be put on medical alert, mental health alert, and/or safety/security alert. As new information becomes available, staff will review each youth's classification status and make necessary changes.

Orientation

Orientation is an opportunity to ensure that all clients are comfortable knowing that they are in a safe and secure environment. Staff will be trained in interviewing techniques to listen closely to what youth say and how they say it. It's also important to listen for what they do not say. Their omissions can be just as significant as the information they do share.

Orientation begins immediately and is completed within 24 hours of the youth's arrival at the facility. When a language or literacy problem exists, assistance is provided. Both the Case Manager and the youth sign and date the orientation documentation, which becomes part of the youth's permanent file. The primary goals and purposes of the orientation process are to:

1. Become aware of the purpose and the function of the program.
2. Become aware of the role and function of the staff.
3. Learn the expectations and rules of the program.
4. Learn the criteria for promotion, success, and completion of the program.

Student Handbook - The student handbook contains vital information about the program, a description of the behavior management system, how success will be measured and achieved, reference numbers for the child abuse hot-line, and information on each student's rights and responsibilities. The handbook also contains information about the student grievance process, which ensures the youth's access to a representative of the DJJ. The youths are advised that no adverse action will be taken against them for filing a grievance.

All admissions and releases will be recorded in the Juvenile Justice Information system (JJIS) within 24 hours of the admission/release process. All JJIS information will be reviewed and updated at least once per week by designated YSI staff.

SELF-SUFFICIENCY PLANNING

YSI will encourage and support youth in our care to take steps toward successful independent living. These supports will include a community resources directory for temporary housing, life skills and job skills training, and counseling.

YSI will contract with local service agencies to provide specific life skills classes. These classes will cover

Values and Goals; Nutrition; Financial and Resource Management (which includes Clothing); and Jobs; Family Self Sufficiency; housing choices, housing care, and the bills that come with living on one's own. Also related to financial skills, Consumer Credit Counseling Services will work with the youth on Budgeting, Banking, How to Buy a Car, and What is Credit?

For those youths who may be residing on their own upon release, staff will use an educational module designed to teach youths basic life skills for independent living. These skills enable them to cope with day-to-day problems they encounter in work, family, social and leisure time situations. This module will contain sections on assessing readiness for independence, responsibility, community resource awareness and personal awareness. Specific topics will include discussion on:

Personal Financial Responsibility

- Budgets
- Fixed expenses
- Flexible expenses
- Sample budget
- Maintaining a checking account
- Financial planning – developing savings goals

Businesses have recently become involved in helping teach teens about managing their money in an effort to ensure that future workers do not incur unmanageable debt that will affect their ability to perform on the job. Firms are partnering with consumer groups, government agencies and nonprofit groups to push financial education. The U.S. Treasury offers a middle school financial curriculum this fall. Visa has established a web-based curriculum. Citigroup and American Bankers Association offer materials and volunteers. YSI will take advantage of these and other new programs for the youth.

Employability

- Work abilities, readiness and preferences
- Job search and acquisition, i.e., developing a resume, filling out job applications, preparing for job interviews, being interviewed, interview follow-up activities
- Keeping a job, rules of the workplace
- Personal hygiene

Education/Vocation/Career

Staff will also work with community agencies where the youth will be returning to ensure continued treatment, education, and employment opportunities are available for a smooth transition.

Health Issues

Most youthful offenders have a very poor knowledge of preventative health measures and human sexuality. This module of instruction provides them with the objective information they need to better understand their own health, and the skills necessary to achieve better health. Our formal ongoing health education programs educate the youth in practicing preventive health practices, thus avoiding, or at the very least minimizing, the need for medical services. We use a variety of teaching methods such as posters, pamphlets, videos, and individual teaching by health care personnel during health encounters to accomplish this goal.

This module is designed to increase the independence of youth and their involvement in the health care process. Youth Counselors and other staff instruct certain modules of this program:

- Introduction to Fitness
- Nutrition
- Smoking Cessation
- Weight Management
- Stress Management
- Human Anatomy

- Prevention of Sports Injuries
- Exercise and Agility
- Personal Hygiene
- Sexually Transmitted Diseases
- Tuberculosis and Other Communicable Diseases
- Nutrition
- First Aid and CPR

Health care staff take an active role in providing patient instruction and information to youth for self-care, including:

- Patient education regarding TB, HIV, and AIDS;
- Instruction on the advantages and risks of vaccination prior to immunization;
- Information regarding the management of chronic illness;
- Information on communicable diseases and preventive methods; and
- Written material appropriate to the reading level of the youth whenever possible.

The following are examples of specific content areas that are offered in the Health Issues curriculum:

Physiological and psychological effects of alcohol

- Facts about alcohol
- Myths about alcohol
- Alcohol addiction and recovery
- Types of drugs and most widely used: hallucinogens, barbiturates, amphetamines, marijuana, inhalants
- Effects of drugs on the body
- Street drugs
- Dangerous drug side effects

Addiction

- Study of addiction cycle
- Circumstances leading to addiction
- Characteristics of addiction
- Recovery from addiction

Parenting

YSI teaches its juveniles that they have accountability as parents. This begins even before the birth of the child. YSI provides a parenting-education course that is based on a practical approach to parent-child relations. The course includes writing assignments, problem situation exercises and a weekly activity for improving relationships. The objectives of the program include:

- Including the juvenile's understanding of prenatal and child development and child behavior.
- Teaching the juvenile about the effects of separation on children.
- Helping the juvenile discern the need for, and applications of, discipline with their children-this includes helping them learn how to teach their children responsibility and consequences.
- Teaching the juvenile appropriate ways to play with children and some ways to be resourceful in planning activities.
- Helping the juvenile interact with foster parents.
- Teaching the juvenile how to find out about and work with school systems and childcare.
- Teaching juveniles to identify their children's emotions and helping them find ways to communicate with their children.
- Helping juveniles understand how to strengthen and enrich a marriage and the ways this helps parenting.

Through role playing, discussion, and supervised practice, youth prepare themselves to deal with the responsibilities and circumstances of living on their own.

First Aid and Safety

- On the job
- At home
- Extinguishing fires
- First aid procedures and CPR

DISCHARGE POLICY

All discharges from the facility will require written approval from the Department prior to the youth's release.

HEALTH SERVICES

YSI will provide a physical health care program that is designed to meet the special needs of the youth in this program. YSI ensures that healthcare services consistently encompass the following standards, policies, and practices described in this section. YSI will maintain a healthcare delivery system that contains all administrative and mandatory components of care as defined in the DJJ Health Services Manual.

All YSI healthcare services are in compliance with DJJ Health Service Manual Policies and Procedures to ensure that healthcare needs are met for each youth. Medical personnel will be on-site 24 hours a day, to assure appropriate medication administration, and provide needed observations and assessments.

Routine Screenings and Evaluations – YSI's routine healthcare screenings and evaluations will comply with the DJJ Health Services Manual Policies and Procedures. Routine screenings and evaluations include:

- A comprehensive physical assessment and dental examination within 14 days of admission. This assessment is performed within the last year for youth with no known chronic physical healthcare problems and within 6 months for youth with known chronic physical healthcare problems.
- An assessment of each youth's Tuberculosis and immunization status upon admission, and at any subsequent point, based on risk, potential exposure to a clinical condition, or at any time ordered by the designated health authority.
- Screening for sexually transmitted infections/diseases.
- A vision and hearing screening.
- A Facility Entry Physical Health Screening form completed upon intake by a licensed medical staff member.

The ARNP or MD will conduct the physical examination. The ARNP or MD reviews all results. Staff members are made aware of youth with special medical needs, and are instructed in any special care that may be required.

In addition to routine screenings and evaluations, YSI will provide the following healthcare services:

1. Sick Call Care

Facility sick call will be conducted five times weekly. Youth will have access to sick call request forms at all times. When necessary, the youth will be screened by the nurse and referred to the physician for follow-up diagnosis and treatment. Appropriate documentation will be recorded and maintained for all youth identified at sick call. This information will be incorporated into the youth's permanent medical record. All youth, including youth in restricted housing, will have unencumbered access to regularly scheduled sick call. All youth will be informed during orientation of the availability of sick call care and the methods of access to this service.

Nursing staff will exceed indicator requirements for sick call care, often providing immediate sick call provisions upon request by youth. All youth will be made fully aware of how to fill out a sick call request form if they need to be seen by the medical department. All instances of sick call will be documented on the DJJ Sick Call Index, the chronological record in the youth's medical files as well as on a sick call log.

2. Episodic Care (First aid and/or emergency care)

YSI will provide 24-hour episodic care (first aid and emergency care) for youth. This includes basic first aid procedures and interventions, appropriate procedures for emergency transfer when needed and procedures to ensure that follow-up of the youth (upon return to the facility, if transferred to a hospital or off-site provider) is conducted by licensed Healthcare professionals.

YSI will form an agreement with the local hospital to provide emergency services on a 24-hour a day basis. This agreement will include procedures to ensure that the effective exchange of medical information necessary for continuity of care occurs whenever a youth is transferred to a hospital, clinic or private office for emergency medical, mental health or dental care.

All direct care staff will be certified in cardiopulmonary resuscitation and in first aid. Universal precautions will be followed at all times. Quarterly "mock " CPR drills will be held and critiqued. The facility will have current written first aid/emergency procedures for commonly encountered conditions.

An on-site episodic care log will be maintained and all entries in the log will be made at the same time the care is rendered. Documentation of on-site episodic care by licensed Healthcare staff will be made as an entry in the chronological progress notes of the individual Healthcare record and will conform with all professional standards.

All medical files will be well organized and contain all the required documents. YSI's medical staff will conduct monthly self-monitoring of the medical files to identify and correct any deficiencies within the files. All self-monitoring will be documented. Medical files will be transferred to receiving facilities, aftercare programs, or DJJ JPOs, as required, upon a youth's release. A discharge summary will also be completed as required.

YSI's policies and procedures for episodic care will include notification of the parents or guardian if a youth requires off-site emergency treatment, evaluation or hospitalization. YSI will maintain secure first aid kits located at designated, essential points throughout the facility, as determined by the designated health authority or Program Director. Contents of the kits will be appropriate for a 112-bed, moderate-risk male facility. Advanced first aid equipment and supplies may be on-site should they be determined as essential and appropriate by the Program Director. YSI staff will continually maintain proficiency in the use of this equipment.

All youth will be informed during orientation of the availability of first aid/emergency care and the methods of access to these services.

3. Ongoing Treatment, Monitoring and Periodic Evaluations

Periodic evaluations are required for youth with certain conditions, and occur, at a minimum, every three months depending on the length of stay and changes in the youth's condition. The purpose of the periodic evaluation is to ensure that youths with chronic conditions, who are undergoing ongoing treatment, or who experience changes in their condition or treatment regimen are adequately monitored and that the treatment regimen is adjusted in accordance with the youth's health status. The periodic evaluation will be documented in the chronological progress notes in the individual healthcare record and will conform to professional standards and accepted clinical standards and practices.

4. Medication Management

YSI will operate a pharmacy and maintain appropriate licensing for its operation. YSI will establish an effective pharmaceutical management system, which will begin at the time of admission to the facility and continue

through discharge or transfer from the facility. This system will ensure the continuity of a youth's prescribed medication regimen and other medication needs. YSI will comply with the following pharmaceutical management system requirements of the DJJ:

- Verification of prescribed medications brought to the facility with the youth on admission.
- Coordination with the designated health authority or original prescribing physician.
- Consent requirements with respect to medications.
- Disposition of medications which cannot be verified.
- Safe and secure storage of prescribed medications, including special precautions for controlled substances.
- Safe and secure storage of over-the-counter medications.
- Accounting and inventory procedures for medications.
- Safe and effective administration of oral prescribed medications and over-the-counter medications by designated staff members who have training in this function.
- Mechanism of communication between healthcare professionals and staff members who are administering over-the-counter medications.
- Safe and effective administration of parenteral, non-ingested (subcutaneous, intradermal, intramuscular, or intravenous) medications only by licensed Healthcare professionals (LPNs, RNs) who are qualified to administer such medications.
- On-going professional clinical monitoring at recommended intervals for those classifications of medications for which monitoring is required, at intervals clinically indicated.
- A system of placing facility staff on alert ("medical alert") when a youth is receiving a medication which is in one of the specified categories of medications which frequently have side effects and/or interactions.
- Individual instruction to youth on all prescribed medications.
- Continuation of care upon transfer to another DJJ facility.
- Risk management analysis through the accurate reporting and analysis of adverse drug events (medication errors, omissions, incidents, or trends).

5. Health Education

YSI recognizes the importance of health education for the youth in all our programs. Our formal ongoing health education programs help youth engage in preventive health practices, thus avoiding, or at the very least minimizing, the need for medical services while improving their overall mental and physical states. YSI uses a variety of teaching methods such as posters, pamphlets, videos, and individual teaching by healthcare personnel during health encounters to accomplish this goal.

We have designed educational classes (including ARISE) to increase the independence of the youth and their involvement in the healthcare process. The goal of this program is to encourage youth to accept responsibility for their health. Subjects covered include:

• HIV/AIDS education, counseling, testing	• Dental hygiene
• Family planning education	• Personal hygiene
• Sexually transmitted diseases	• Communicable diseases (i.e., Tuberculosis)
• Nutrition	• Tobacco Prevention and Cessation
• Physical fitness	• Hypertension/cardiac disease
• Stress/anger management/anxiety reduction	• Eating Disorders
• Prevention of accidents	• Diabetes
• Chemical dependency	• Dermatology

Healthcare staff take an active role in providing patient instruction and information to youth for self-care, which includes:

- Patient education regarding TB, HIV and AIDS to each youth.
- Instruction on the advantages and risks of vaccination prior to immunization.
- Information regarding the management of the patient's chronic illness.
- Information regarding communicable diseases and prevention methods.

Written material will be appropriate to the youth's reading level and provided in the native language of the youth whenever possible. YSI includes disease-specific education, education related to a youth's medications, and any unique health-related issues that arise in a particular setting. Family planning curricula includes effective, objective information on all choices related to pregnancy prevention (for example, male and female condom use, prescription birth control, and abstinence). This information is presented by trained individuals who are effective in accurately presenting issues related to sexual activity and family planning to adolescent youth. Parenting skills and the basics of infant care are pertinent topics for this population as well.

6. Infection Control Measures

YSI has developed procedures necessary for the management of infectious or communicable diseases. This includes a method of screening, preventing, and containment when needed. The following diseases are addressed:

- Common infectious diseases of childhood (e.g. measles, mumps, chickenpox)
- Self-limiting, episodic contagious illnesses (e.g. common cold, flu).
- Tuberculosis.
- Other outbreaks or epidemics caused by any other infectious agent, whether spread directly or indirectly.
- Outbreaks of pediculosis (lice) and/or scabies.

7. Transitional Healthcare Planning

Licensed healthcare staff will continue to make arrangements for follow-up care if youth are discharged with chronic healthcare conditions. YSI will ensure that all non-routine medical, dental or behavioral healthcare services are provided through contracted physicians. YSI will make all reasonable attempts to have parents, legal guardians, insurance or other third party payees assume payment responsibilities for non-routine medical, dental or behavioral healthcare expenses.

Healthcare Professionals - YSI will ensure that healthcare professionals possess appropriate qualifications. Additionally, YSI will maintain effective communication with physical and mental healthcare staff, including management of individual healthcare records and maintenance of on-site data tracking and statistical reporting. YSI will maintain the following:

- Service provision contracts or agreements with healthcare professionals in the community to provide healthcare services as needed.
- A contract or agreement with a physician (MD or DO) licensed in Florida to serve as the facility's designated health authority.
- A written agreement with an appropriately licensed local hospital to be utilized in the event of an emergency that cannot be addressed on-site through basic minor first aid or through basic sick call procedures.
- A contract or agreement with a dentist duly licensed in Florida to provide primary dental care when needed.

Staff Training – All staff will be trained in health-related topics including:

- First aid and cardiopulmonary resuscitation.
- Universal precautions and blood borne pathogens (in accordance with Federal Rule CFR 1910.1030 – OSHA Standards).
- Basic principles of safe and effective medication administration if medications are to be administered by non-healthcare licensed staff members.

- Emergency evacuation procedures for the youth with a medical alert system.
- The Facility Entry Physical Health Screening form and process.

YSI will seek locally enrolled Medicaid Providers to provide Medicaid allowable services to youth. If a youth is not eligible for Medicaid services YSI will attempt to secure payment of medical and dental expenses from the youth's parents, legal guardians or personal insurance company.

YSI understands that the Department is not responsible for the costs of routine and necessary medical, dental, or behavioral health care above the limit of the established per diem, as defined by the terms and conditions of this contract.

Pre-approval is not required where services are provided in response to life threatening or potentially life threatening illnesses, injury, or other event where attempts to obtain Department approval are not feasible. YSI will submit invoices to the Department for extraordinary medical, dental or behavioral healthcare expenditures.

YSI will provide a quarterly statement of health services costs.

OSHA REQUIREMENTS

YSI ensures compliance with OSHA standards, and federal and state legislation concerning bloodborne pathogens. A comprehensive program of education and prevention will be administered at the facility. This program will include the following:

- An Exposure Control Plan, updated annually.
- Observance of universal precautions by all staff.
- The availability of Hepatitis B immunization at no cost to employees.
- A comprehensive post-exposure evaluation process.
- Training at hire, and annually thereafter, on bloodborne pathogens and their prevention in the workplace.

YSI maintains records pertaining to staff training on bloodborne pathogens and staff Hepatitis B immunization records.

If a youth enters the program without the appropriate DNA testing, YSI will provide for Blood Specimen Collection for DNA Testing (consistent with F.S. 943.325 and DJJ Policy and Procedures 8.10). DNA testing also requires the imprints of the youth's left and right thumbprints that are attached to the FDLE request for DNA testing.

MENTAL HEALTH AND SUBSTANCE ABUSE SERVICES

Research indicates that a disproportionate percentage of delinquent youth in general exhibit emotional disturbances that directly or indirectly contribute to their delinquent conduct. This includes the presence of low level neurological disorder (learning disabilities, ADHD, etc.) developmental and emotional disturbances (mood disorders, PTSD, etc) or acute adjustment reactions (suicidal ideation, acute depression, anxiety disorders, etc.). Both historical developmental circumstances and acute transitional circumstances warrant concern and consideration for youth removed from home and familiar surroundings and placed in a residential setting. For this reason, the Level 2 Diagnostic with youth rated high in concern (rating 4-5) requires structured interviews to assess the presence and impact of emotional instability or acute emotional distress.

1. Mental Health and Substance Abuse Screening at the Time of Admission

All youth admitted are screened for substance abuse and mental health needs during the initial intake process within 10 days of admission. Intake assessments include, but are not limited to, DJJ mandated mental health and substance abuse history forms and SASSI's Comprehensive Mental Health Evaluations (including mini-mental status examinations).

This initial screening addresses risk factors for mental health and substance abuse problems that require further evaluation and assessment or immediate attention, including:

- Recent history of suicidal/self-injurious behavior
- Recent history of intoxication or drug withdrawal symptoms
- Recent history of admission to a mental health or substance abuse treatment facility
- Recent behaviors/statements that suggest intentions or plans to harm oneself or another
- Recent behaviors or statements that suggest a mental health or substance abuse condition

Structured Interview: Global Assessment of Functioning Scale

The Structured Interview is designed to establish an understanding of factors contributing to the onset and/or current presence of emotional instability and distress. Life circumstances, moods and emotions, thoughts and situations, as well as general factors, provide an understanding of the youth's distorted self image, low self esteem, and limited view of life options and provide direction for future placement and treatment planning. The Global Assessment of Functioning Scale provides a widely accepted standard of life functioning.

Behavioral Assessment System for Children (BASC)

The BASC provides a comprehensive review and analysis of problem behavior of children and adolescents providing a more objective measure of the nature and degree of severity of emotional/behavioral disorders.

Mental Health Risk Assessment

This adapted version of the YSI Risk Assessment provides for an adjunct to general risk assessments specific to emotional instability and acute distress. Through structured interview, review of developmental history, and observation of more recent and current emotional states, an assessment of historical risks factors, current attitude and emotional risk factors, as well as treatment risk factors specific to the youths emotional and mental health needs can be determined for placement and treatment planning purposes in the future.

In circumstances where the youth has a significant mental health history, it will be important to refer the youth to the program mental health provider for a review during the Intake and Orientation Process. While the mental health professional must review previous diagnostic impressions recorded in the youth's history, **it is critical that these previous diagnoses are considered provisional, not absolute.** Youth and their families in Juvenile Justice Systems are routinely under-served when emotional and mental health factors are present. If a previous psychological evaluation is more than 6 months old, it is to be considered invalid but used as narrative information providing a general context for the youth's past but not necessarily descriptive of the youth's current status.

Axis I: Clinical Disorders and **Axis II: Personality Disorders** are to be determined by mental health professional using a review of the youth's history in conjunction with a standard clinical interview.

Axis III: Medical Conditions, all relevant pre-existing medical conditions or injuries warranting attention or concern are to be listed as determine by the medical screening. ICD-9 codes are to be provided where available.

Axis IV: Psycho-Social Environmental Problems can be completed by reviewing the Initial Needs Assessment general factors.

Axis V: Global Assessment of Functioning is a subjective scale from 0 (Total Inability to Function Socially) to 100 (Superior Independent Functioning) descriptive of the individual's typical abilities in handling the demands and responsibilities of everyday living. Note that at a rating of 50 includes the description of "moderate difficulty in social, occupational, or school functioning".

Substance Abuse Services:

Unlike adult substance abusers, where a large percentage have addictive disorders with long chronic histories of abuse, the most recent research on substance abuse among youth indicate that less than 10% have an addictive disorder. The overwhelming majority of juvenile substance abusers use and sell drugs as a function

of a broader life style of delinquency and antisocial behavior. For this reason, the Level 2 Diagnostic with youth rated with high concern (rating 4-5) requires structured interviews to assess the presence and impact of substance abuse in the home and involvement with the youth drug culture, including drug abuse and sales.

Structured Interview:

The Structured Interview is designed to establish an understanding of factors contributing to the onset and continued use and/or sale of drugs. Life circumstances, mood and emotions, thoughts and situations as well as other general factors consistent with the youth's pattern of use provide an understanding of the unhealthy attitudes, beliefs and behavior patterns perpetuating the youth's abuse and sale of substances for the purposes of effective treatment planning in the future.

Substance Abuse Subtle Screening Inventory (SASSI)

The SASSI is a standard tool for assessing the severity of chemical dependency, substance abuse, and addictive disorders in populations with histories of abuse of alcohol and other drugs.

2. Evaluation and Assessment**The Choices Substance Abuse Risk Assessment:**

This is a specialized version of the YSI Risk Assessment developed for use in YSI'S Choices Network, a collection of residential programs addressing the treatment of substance abusing delinquent youth. Through structure interview, review of developmental history, and an examination of patterns of substance abuse, an assessment of historical risk factors, attitude risk factors and treatment risk factors specific to substance abuse can be compiled for the purpose of future placement and treatment planning.

Comprehensive Mental Health and Substance Abuse Evaluation

The key to an efficient and effective diagnostic and assessment process is a structured procedure of defining basic needs for intervention services in fundamentally routine cases. In the course of performing routine evaluations, indicators for more serious potential concerns emerge, warranting continued investigation and assessment in specific areas of concern. For this reason, the diagnostic and assessment process is most effective when done in progressive layers, triaging the flow of youth through the process based on identification of indicators of progressively increasing needs and levels of severity.

Level 1: YDC Mental Health and Risk Screen
Routine Risk and Needs Assessment

Level 2: Routine Risk and Needs Assessment
Routine Supplemental Needs Assessment

Level 3: Routine Risk and Needs Assessment
Routine Supplemental Needs Assessment
Individual Psychological/Psychiatric Evaluation

Level 1 Diagnostic YDC Mental Health and Risk Screen: Completed Within 2 Hours of Arrival

In order to insure the immediate safety of each youth, upon entry to the program site, the recommended YDC Mental Health and Risk Screen will be completed targeting past or current indicators of emotional instability or distress. In the absence of any indicators, the youth will be triaged through the routine progressive evaluation process beginning with Level 1 Diagnostic and placed on routine observation for 48 hours pending general medical and mental health clearance. In the presence of any positive response to YDC Mental Health and Risk Screen Indicators, if past indicators are present, with no current indicators of imminent risk, the youth will be moved to Level 2 Diagnostic status. At this point a routine referral to Mental Health Services will be made. The youth will then be placed on Special Observation Status. In the presence of current indicators of imminent risk, the youth will be moved to Level 3 Diagnostic status, an urgent referral to Mental Health Services will be made, and the youth will be placed on Close Observation.

Level 2 Level 1 Diagnostic: Completed Within 48 Hours of Arrival

Diagnostic: Completed Within 7 Days of Arrival

During the course of the Level 1 Routine Diagnostic, indicators of risk factors, and needs beyond the norm, will emerge warranting a higher level of concern (Ratings 4-5). Red flags for Level 2 Diagnostics include but are not limited to:

- Delinquent Conduct of extreme severity and chronicity
- Historical Indicators of Emotional Instability and Distress
- Pattern Specific Sexual Delinquency and/or Sexual Paraphilias
- Patterns Specific Substance Abuse and Sales
- Patterns of Treatment Failures and Extreme Resistance to Intervention
- Previously Unidentified and Addressed High Risk/Need Indicators

The purpose and focus of the Level 2 Diagnostic process is to identify risk factors and needs routinely present in populations of youth with histories of delinquent conduct. These youth however are at a higher level of severity or indicating the need for more specialized intervention services, specifically in areas of sexual conduct, substance abuse, and/or general mental health.

This includes the presence of low level neurological disorder (learning disabilities, ADHD, etc.) developmental and emotional disturbances (mood disorders, PTSD, etc) or acute adjustment reactions (suicidal ideation, acute depression, anxiety disorders, etc.). Both historical developmental circumstances and acute transitional circumstances warrant concern and consideration for youth removed from home and familiar surroundings and placed in a residential setting. For this reason, the Level 2 Diagnostic with youth rated high in concern (rating 4-5) require structured interviews to assess the presence and impact of emotional instability or acute emotional distress common in youth with histories of delinquent conduct.

Level 3 Diagnostic: Completed Within 14 Days of Admission

During the Course of Level 1 Diagnostics or during subsequent Level 2 Diagnostics, indicators of a history of long-term emotional instability or serious acute emotional distress warranting a level of concern that is deemed serious and/or immediate can occur. Red flag indicators include but are not limited to:

- Suicidal Ideation or History of Suicidal or Serious Self Injurious Behavior
- Homicidal Ideation or History of Serious Explosive Assaultive Behavior
- Previous History or Current Use of Psychotropic Medications
- Previous History of Psychiatric Hospitalization or Residential Treatment
- Acute Signs of Chemical Dependency and/or Withdrawal
- Previous History or Current Indicators of Delusional Thought Process
- Previous History or Current Indicators of Emotional Instability

The purpose of the Level 3 Diagnostic is to identify risk factors and needs not routinely present in the population of delinquent youth suggestive of: 1) the potential for imminent self harm or injury 2) the potential for imminent harm or injury to others 3) the potential for serious emotional decomposition and 4) the continuity of current medications or emotional support deemed essential for the emotional well being of the youth.

Level 3 diagnostic evaluations will be conducted by, or under the direct supervision of, the Clinical Director of the Diagnostic Center. Psychiatric Evaluation or formal Psychological Evaluation batteries will be utilized as indicated by individuals of commensurate training, licensure, certification and/or abilities. Tools utilized for Level 3 diagnostics will be determined at the discretion of the Clinical Director.

3. Psychotherapy or Professional Counseling

YSI will provide individual psychotherapy/counseling, group psychotherapy/counseling, family therapy, and behavior therapy, conducted by a qualified mental health or substance abuse professional. Multiple sessions will be available weekly as indicated by the youth's needs and reflected in the treatment plan. As it relates to this submission, the following definition applies:

Qualified Mental Health Professional = Licensed Mental Health Professional licensed under Chapters 458, 459, 490, or 491FS or a psychiatric nurse as defined in Chapter 394.422 (23) FS or licensed eligible counselor working under the direct supervision of a licensed mental health professional.

Individual Psychotherapy/Counseling - This refers to one-to-one counseling of a youth by a qualified mental health professional. The focus of the counseling is to relieve symptoms of serious emotional disturbance and to confront denial mechanisms that interfere with treatment. Many youth need individual psychotherapy prior to group therapy as they may feel vulnerable in exposing their true feelings to peers.

Group Psychotherapy/Counseling – This usually consists of groups of youths with similar behavioral problems, the group is facilitated by a qualified mental health professional and uses peer interactions in the healing process. Group psychotherapy encourages the individual to acquire self-understanding and understanding of others, as well develop pro-social skills that are transferable to society in general.

Family Involvement -Family involvement plays a critical role in the prospects for long-term success of youth in secure residential services. The involvement of the family is strategically planned to facilitate a collaborate atmosphere between the program staff and families that often initially feel defensive and hostile. Due to the high incidents of runaways related to in-home victimization of youth, family work in this population is vital to not only providing a more supportive and solid foundation in the home environment, but also as a means of avoiding the re-victimization of youth in which their delinquency was a secondary consequence of seeking escape from abuse.

Phase 1. Family Rapport Building: The family is perceived as a source of information about the youth's history. The family is educated about the nature of the program and what strategies will be utilized in seeking to help the youth. Education regarding the nature of substance abuse and delinquent conduct will be made available. The primary message is that the program will need the help of the family to understand the youth.

Phase 2. Family Education and Covert Preparation: The family is guided through discussions of the impact the youth's problems have had on the family and the families past and current frustrations regarding the youth's difficulties. The family is provided information about what the youth is being taught and the skills that are being developed. This is a covert strategy to teach the families the same skills to prepare them for eventual conjoint family therapy sessions with the youth present. These sessions address conflict within the family and rebuild communication and relationships to a state of health, support, and mutual commitment towards improvements.

Phase 3. Family Reintegration and Counseling: After the youth has had the opportunity to improve communication skills, conflict resolution, and has developed a greater understanding of their pattern of substance abuse and general delinquent conduct, the youth is better prepared to make productive use of family counseling sessions. The covert preparation of families also allows them to engage in productive dialogue on what are typically long-standing points of conflict and contention in the family. Without preparation it is likely that attempts at premature family counseling will result in a repeat of prior conflicts, old frustrations, and a diminished hope for new future possibilities.

Phase 4: Transition and Discharge Planning: The focus of the counseling sessions shift to preparation for the youth's return home. Clear expectations for supervision, youth responsibilities in the home, restrictions and rules of the home, and potential consequence for failing to meet established expectation are discussed and agreed upon. High-risk circumstances that will challenge the family's capacity to succeed are anticipated and coping strategies are introduced to handle these circumstances.

4. Mental Health and Substance Abuse Treatment Planning, Updating and Review

An individualized mental health and substance abuse treatment plan, which outlines the structure and focus of a youth's ongoing treatment needs, is developed upon admission. This plan specifies goals and objectives of treatment, the methods to be used, and a schedule for assessing progress and updating the plan.

The treatment plan is developed by a multidisciplinary treatment team consisting of a case manager, a mental health/substance abuse professional, the youth and other appropriate staff from administration, direct care, etc. (For more information, refer to **Case Management Services**).

The treatment plan includes the youth's DSM-IV diagnosis, treatment goals and objectives, intervention strategies with target dates for completion, and a description of the youth's functional strengths that may contribute to his amenability to treatment and overall success in the program.

The treatment plan is completed within 30 days of admission. The treatment team reviews the youth's progress and overall status bi-weekly and makes any needed modifications. All reviews are documented in the youth's individual management record.

The Program Director, in conjunction with the mental health staff, is responsible for ensuring the development, review, and update of the individualized mental health and substance abuse treatment plan for each youth in the program.

YSI's Choices Network is a consortium of specialists and professionals currently providing substance abuse education, prevention, and intervention services to in over a dozen juvenile facilities across the United States. These facilities are linked on a monthly basis by teleconference for the purpose of research and outcome study review, information sharing, and program material development. Through a combination of guided study groups, individual guidance counseling, and psycho-educational learning aids, the Choices Model draws on the most current research and outcomes studies. This group consolidates aspects of cognitive-behavioral interventions, family involvement, life skill development, social/moral decision-making, critical thinking and problem solving as well as a YSI signature approach to emotional literacy and management skills to address the problems of substance abusing youth. Program Options include:

- a) **Substance Abuse Education and Prevention:** A twelve week curriculum for all youth regardless of level of risk for future involvement with Alcohol and Other Drugs or the Drug Sales Culture.
- b) **Substance Abuse Intervention:** A 30 to 60 day intervention program of individual and group interaction for youth falling into the low to moderate risk assessment group.
- c) **Intensive Substance Abuse Intervention:** A minimum six month intensive program on a designated wing or program dedicated to working exclusively with youth falling in the high moderate to high risk assessment group.

Individual and Group Treatment Interventions and Family Planning

Individualized Cognitive-Behavioral Programming

Cognitive-Behavioral Programming includes basic life skills, psychosocial skills, and affective (emotive) skills. Our cognitive-behavioral programming encourages and teaches youth to restructure the thinking and behavior patterns that lead to criminal thinking. The development of cognitive skills helps the youth relate to her environment in a more socially adaptive way and reduces the chances of reverting to delinquent conduct. Through group discussion, sharing and self-discovery exercises, (e.g. journal writing and visualization of life goals), youth begin to identify their self-perceptions, expand their identity beyond "offender," and create the most positive ways to deal with their current life situations.

A key factor in breaking the cycle of delinquent behavior is replacing negative thoughts and behaviors with those that produce positive results. Positive behavior begins with learning the skills necessary to function as a cohesive part of society. Youth develop a process of carefully re-thinking automatic cognition and developing more reasonable interpretations of threat and failure or safety and success. The youth learns to distinguish between what actually occurs from her unreasonable interpretations of what occurs. Written exercises are used to clarify the process and speed recovery. The goal is to transform self-defeating, misconceived perceptions into a proactive, nurturing cognitive style.

Psychiatric Services For Psychotropic Medication Monitoring

When symptoms of serious mental disorder or substance abuse significantly interfere with the youth's functioning, psychotropic medication may be administered. A variety of psychotropic medications are used in the treatment of mental disorders or substance related disorders. However, psychotropic medication is only used when necessary to facilitate treatment goals and to augment psychotherapeutic interventions.

5. Crisis Intervention/Management and Suicide Prevention Services

YSI has a written crisis intervention plan, which includes short-term therapeutic processes focusing on the rapid resolution of acute psychological distress or an acute emotional or behavioral problem. A rapid response to the crisis is essential in preventing an escalation of symptoms and deterioration of the youth's functioning. Staff are trained in crisis intervention techniques and use a variety of treatment strategies in response to a youth's crisis including:

Crisis Counseling – This focuses on identifying the specific event(s) precipitating the crisis, alleviating the specific distressing symptoms, and restoring the youth to an appropriate level of functioning. Although symptoms may subside quickly, continued crisis counseling (i.e., short-term psychotherapy) may be necessary in order to prevent the return of a crisis state.

Environmental Intervention – This intervention is specifically designated by the mental health professional/staff and includes techniques such as more time out of her room for a depressed, withdrawn youth so that she may have maximum contact with staff and others. The Program Director's authorization is required for environmental interventions in response to crises.

Suicide Prevention – YSI's suicide prevention plan provides guidelines for the identification, management and assessment of a potentially "at risk" youth and includes the following elements:

- 1) **Identification** – The Program Director ensures that any youth identified as a potential suicide risk is referred for an assessment of suicide risk.
- 2) **Assessment** - When behaviors or tendencies indicate a youth is at risk, an assessment is conducted to determine the level of suicide risk. An assessment of suicide risk is conducted by a licensed mental health professional or an unlicensed mental health professional working under the direct supervision of a licensed mental health professional.
- 3) **Training** – All YSI staff are trained to recognize verbal and behavioral cues that indicate suicide risk.
- 4) **Suicide Precautions** – YSI's suicide prevention plan specifies procedures for supervising, observing, monitoring, and housing the youth who has been identified as a potential suicide risk. Constant supervision is maintained, and at risk youth are never placed in a locked room unless constant supervision is maintained and the room has been inspected and safeguarded against suicide attempts.
- 5) **Levels of Supervision** - The suicide prevention plan provides for levels of supervision of youths consistent with the following definitions:
 - **One-to-One Supervision** refers to 1:1 ratio where a staff member remains within five feet of the youth at all times, including when the youth uses the shower or toilet. If the youth is in a secure observation room, the staff member is stationed at the entrance to the room, no further than five feet from the door. The staff member maintains constant visual and sound monitoring of the youth at all times.
 - **Constant Supervision** (Sight and Sound Supervision) refers to the continuous and uninterrupted observation of a youth by a staff member who has a clear and unobstructed view of the youth and unobstructed sound monitoring of the youth at all times.
 - **Close Supervision** refers to supervision of youths at five minute intervals throughout their stay in their rooms. Visual checks are made of the youth's condition at intervals not to exceed five minutes.

- 6) Referral - The suicide prevention plan specifies the procedures for referring "at risk" youths to mental health care providers or emergency facilities.
- 7) Communication - Procedures for communication between mental health care professionals and facility staff regarding clear and current information and instructions.
- 8) Notification - Procedures for notifying the Program Director, the DJJ, and outside authorities and family members of potential risk of or attempted suicide are current or have taken place.
- 9) Documentation - Procedures for documenting the identification and monitoring of potential risk of suicide or attempted suicide.
- 10) Review - Procedures for a system of review by mental health and administrative staff of suicide prevention procedures.

6. Emergency Mental Health/Substance Abuse Management Services

YSI has established a written plan outlining mental health and substance abuse emergency response procedures. Essential components are as follows:

- Immediate staff response
- Notification of designated on-site facility personnel
- Communication between facility staff and mental health or DACCO substance abuse professionals and/or medical staff
- One-on-one supervision of the youth
- Authorization of transport for emergency mental health or substance abuse services
- Transportation for emergency mental health treatment or substance abuse treatment
- Documentation of the mental health emergency
- Review of mental health emergency procedures
- Initiation of a Baker Act Certificate or emergency transfer

YSI believes that it is important to maintain programs that tap youths' cultural strengths and provide mentors who share experiences that resonate with the realities of youths' lives and who exemplify survival and growth. Often ethnic stereotyping can lead youth to perpetuate what they assume to be society's expectations.

SPECIALIZED BEHAVIORAL HEALTH OVERLAY SERVICES

YSI will provide Behavioral Health Services to 112 offenders identified as having moderate to serious behavioral or emotional disturbances whose level of impairment and maladaptive behavior make them unsuitable for a general population program, but are not at the level of intensive mental health services. These services will be provided contingent upon State of Florida funding.

Professional mental health staff will meet clinical staffing qualifications as outlined by the Agency for Healthcare Administration (AHCA). Staff will maintain the appropriate Behavioral Health Overlay Services which comply with the Department of Juvenile Justice Policy relating to Specialized Needs in DJJ Residential and Correctional Facilities.

Each of the 112 youth will have documented in their file an assessment/evaluation which includes the youth's DSM-IV diagnosis signed by a licensed mental health professional, a signed mental health treatment plan, summaries of treatment team meetings, progress notes, medication management documentation and review and documentation of any crisis intervention/emergency services. A Peer Review Form will be completed for each case to ensure that youth receiving Behavioral Health Overlay Services are in receipt of appropriate and continuous care.

COUNSELING SERVICES

Substance Abuse and Mental Health Counseling Program – YSI's Choices Program Network

YSI's Choices Network is a consortium of specialists and professionals who provide substance abuse education, prevention, and intervention services and mental health treatment in over a dozen juvenile facilities across the United States. They are linked on a monthly basis by teleconferences for the purpose of research and outcome study review, information, sharing, and program material development. Through a combination of guided self-study groups, individual guidance counseling, and psycho-educational learning aids, the Choices Program draws on the most current research and outcomes studies. It consolidates aspects of cognitive-behavioral interventions, family involvement, life skills development, social/moral decision-making, critical thinking and problem solving as well as YSI's signature approach to emotional literacy and management skills to address the problems of substance abuse and emotional/mental development. Program options include:

- **Education and Prevention:** A twelve week curriculum for all youth regardless of level of risk for future involvement with alcohol and other drugs or the drug sales culture.
- **Intervention:** A 30 to 60 day intervention program of individual and group interaction for youth falling into the low to moderate risk assessment group.
- **Intensive Intervention:** A minimum six month intensive program on a designated wing or program dedicated to working exclusively with youth falling in the high moderate to high risk assessment group.

GROUP PROCESS AND DISCUSSION

In adolescent populations, group process has consistently been found to be the most effective strategy for promoting learning and change in youth and specifically in delinquent and/or substance abusing youth. In addition to a general program environment stressing collaborative effort and mutual responsibility in day to day interactions and activities, YSI's Choices Program include a series of selected groups:

Primary Group: Choices Discussion Groups

The Choices group runs twice each week and is the central component of the program model. It is the forum for addressing the youth's progress in the area of substance abuse education and prevention. In this forum, the youth present their own life circumstances and challenges and self-study educational worksheets for discussion, critiquing, and questioning by youth and staff for quality, honesty, and understanding of concepts being learned specific to their level in the program. Progress is determined by the youth's understanding of concepts progressively taught at each level as well as the youth's ability to apply these concepts to their own life.

Self-Study Groups: This is a primary group in the program that runs twice each week. This is a forum for exploring ineffective patterns in living including violence, aggression, and significant interpersonal relationships and events that have shaped the youth's beliefs about themselves, people and relationships as well as the world in general. Youth are taught to recognize and understand the connection between their thoughts and beliefs, their emotions, and their behavioral choices that are destructive to the rights and safety of others or that may compromise their own freedom and potential for success in the future.

12 Step Groups: Some youth who abuse substances have chronic problems or polysubstance abuse patterns of a more addictive nature. If the abuse of substances preceded the onset of delinquent activities, and has demonstrated a chronic pattern of escalation and multiple abuse of substance, older youth will participate in weekly a 12-step group as a supplement to the Choices Group to deal specifically with addictive tendencies and disorders. The most recent research and practice data suggests that 12-step abstinence models are ineffective with typical adolescent substance abusers (Loeber & Farrington, 1998) and diminish active participation in youth not suffering from addictive disorders (Schwebel, 1995).

Secondary Groups

Emotion Management: This is a time-limited group for youth at Level 2 or higher in the program addressing deficiency in youth to accurately identify emotional states and their tendencies to become quickly overwhelmed by strong emotions of any kind. The primary focus of the group is to help youth identify and address areas of emotional vulnerability such as fear, insecurity, and powerlessness without using “functional anger” a tool to mask and hide emotions that are more challenging to face. The goal is to develop “emotional literacy”—the ability to accurately read personal emotional states and make good decisions in the presence of strong emotion.

Life Skills: The purpose of this group is developing skills and abilities that will allow youth to face circumstances in life with greater confidence and effectiveness. This includes but is not limited to personal health and hygiene, workplace employment skills, study skills, communication skills, parenting skills, home management, financial planning and money management, and recreation and leisure activities. Through role plays, discussion, and supervised practice, youth are prepared to deal with predictable life circumstances in the pursuit of defining and obtaining their general goals in living.

Community Group: In the course of living together, interpersonal tensions and conflicts arise. While other groups focus on preparing youth for success in the future, the community group, held once each week, provides a forum to deal with current tensions with peers and roommates for the purpose of maintaining a safe, healthy living environment. It provides for the supervised practice of newly learned skills in conflict resolution, negotiation, and compromise. Practicing these skills in real circumstances under staff supervision and guidance insures a greater probability of success in utilizing learned problem solving, communication, and conflict resolution in the future as well.

Focus Groups: Focus groups are brief groups called by the staff to resolve immediate problems or to address an unscheduled, unfamiliar circumstance in order to clarify immediate expectation. Focus groups are also utilized in the beginning of the day as a reminder for youth of immediate goals and at the end of the day to reflect on lesson learned.

Family Involvement and Counseling

The family involvement plays a critical role in the prospects for long-term success of youth in secure residential services. The involvement of the family is strategically planned to facilitate a collaborate atmosphere between the staff of the program and families that often initially feel defensive and hostile.

Phase 1. Family Rapport Building: The family is perceived as a source of information about the youth's history. The family is educated about the nature of the program and what strategies will be utilized in seeking to help the youth. Education regarding the nature of substance abuse and delinquent conduct will be made available, however, the primary message is that the program will need the help of the family to understand the youth.

Phase 2. Family Education and Covert Preparation: The family is guided through discussions of the impact the youth's problems have had on the family and the family's past and current frustrations regarding the youth's difficulties. The family is provided information about what the youth is being taught and the skills that are being developed. This is a covert strategy to teach the families the same skills to prepare them for eventually conjoint family therapy sessions with the youth to address conflicts within the family and rebuild family communication and relationships to a state of health, support, and mutual commitment towards improvements.

Phase 3. Family Reintegration and Counseling: After the youth has had the opportunity to improve communication skills, conflict resolution, and has develop a greater understanding of their pattern of substance abuse and general delinquent conduct, the youth is better prepared to make productive use of family counseling session. The covert preparation of families also allows for better preparedness on their part to engage in a productive dialogue on what are typical long-standing points of conflict and contention in the family. Without preparation, the likelihood that attempts at premature family counseling will result in repeats of prior conflicts, old frustrations, and a diminished hope for new future possibilities is very high.

Phase 4. Transition and Discharge Planning: The focus of the counseling sessions shift to preparation for the youth's return home. Clear expectations for supervision, youth responsibilities in the home, restrictions and rules of the home, and potential consequence for failing to meet established expectation are discussed and agreed upon. High-risk circumstances that will challenge the family capacity to succeed are anticipated and coping strategies to handle these circumstances are identified.

Individual Guidance Counseling

Each youth is assigned a "primary youth counselor." While all staff work generally with all youth in the program, specific primary counselors are assigned to insure the progress is being monitored and actively facilitated. The primary counselor meets with the youth regularly to provide feedback on progress, strengths and weaknesses, and to prepare the youth for each progressive phase of the program. This insures constancy of focus and understanding for the youth regarding what is to be learned and how these concepts relate to success in the youth's ongoing life. It is the responsibility of the primary counselors to help the youth see the connections and patterns in all their program activities and to see the relevance of what is being taught and how it applies to real life.

TREATMENT MODALITIES

The effective operation, monitoring, and evaluation of youth progress on identifiable goals and objectives in a systematic manner, as well as the monitoring of consistency of program and staff functioning, is the strongest predictor of program success in reducing youth recidivism (Loeber & Farrington, 1998). The program design and evaluation process is also critical to providing the opportunity for research and impact analysis of the program in meeting intended, specified objectives (Latessa, 2001). The Strategic Program Model evaluates progress on Individual Youth Resource Development.

Thinking Patterns and Daily Evaluation

Students will receive daily feedback from staff to help them stay focused on success and develop skills in areas where improvement is needed. This regular, periodic review process focuses on changing destructive thinking patterns associated with poor decision making and exploitative behaviors to healthy thinking patterns associated with handling people and situations effectively. It also provides a structured opportunity to learn to accept constructive criticism as a means of learning. Our program does not focus on thinking errors, rather on reinforcing constructive thinking and minimizing destructive thoughts and behaviors. There are seven basic patterns that staff evaluate daily. These seven areas and associated behaviors that characterize each pattern are described as follows:

Boundaries: The manner in which one influences or is influenced by others.

Destructive	Constructive
<ul style="list-style-type: none"> • Inflated self image • Must always win • Makes unhealthy personal sacrifices for others • seeks personal gain at the expense of others 	<ul style="list-style-type: none"> • knows personal strengths and weaknesses • strives for mutual success and benefit • Helps others but not at personal expense • Asks for help but does not exploit others

Empathy: The ability to understand another person's point of view and feelings.

Destructive	Constructive
<ul style="list-style-type: none"> • exploits others for personal gain • influences others contrary to their best interests • does not value others as helpful resources • avoids participation and discourages others 	<ul style="list-style-type: none"> • sees needs of others and supports their success • positive role model and healthy leadership • seeks opinions and help of others • participates actively and encourages others

Learning From Mistakes: The ability to accept responsibility and learn from the consequence of personal choices.

Destructive	Constructive
<ul style="list-style-type: none"> • makes excuses and blames others • minimizes impact of disruptive behavior • wants to be rescued by others • avoids consequence of choices 	<ul style="list-style-type: none"> • accepts responsibility for choices • places importance on learning and improving • attempts to find solutions to problems • accepts consequences of choices

Self-restraint: The ability to exercise control over impulses and demonstrate patience.

Destructive	Constructive
<ul style="list-style-type: none"> • fails to plan or consider consequences • wants needs met immediately • excessive horse play and avoids serious issues • excitable and focused on destructive goals 	<ul style="list-style-type: none"> • thinks before taking action • has patience and waits for appropriate time • balances healthy fun and serious work • excited and focused on healthy goals

Responsibility: The ability to see one's own role in the outcome of decisions.

Destructive	Constructive
<ul style="list-style-type: none"> • argues and routinely resists authority • puts off and does not complete responsibilities • uncooperative and exhibits dishonesty • fails to keep commitments 	<ul style="list-style-type: none"> • accepts authority figures • finishes responsibilities promptly without excuse • earns trust and demonstrates integrity • is dependable and keeps commitments

Emotions: The ability to identify feelings accurately and manage behavior in the presence of strong emotions.

Destructive	Constructive
<ul style="list-style-type: none"> • magnifies and escalates emotions • vents emotions on others • masks positive feelings and thoughts • becomes hostile and aggressive when emotional 	<ul style="list-style-type: none"> • expresses feeling to others • keeps emotions in perspective • openly expresses positive feelings and thoughts • manages behavior and expresses feelings

Problem Solving: The ability to resolve conflicts fairly with negotiation and compromise.

Destructive	Constructive
<ul style="list-style-type: none"> • ignores and denies problems • jumps to conclusions and blames others • sets unrealistic goals • inflexible and stubborn 	<ul style="list-style-type: none"> • accepts problems and attempts to resolve them • gathers information and makes decisions • sets realistic goals • flexible and seeks alternatives

The Daily Evaluation Process

This cognitive-behavioral assessment strategy insures a balance of focus on internal beliefs and decision-making with applied action and personal initiative on the part of the youth in the program. These areas of Interpersonal and Situational Decision-Making insure continuous and daily focus on characteristics and skills associated with long term success. Cumulative "point systems" are generally ineffective because the criteria are usually behavioral and youth "stockpile" points. Once they attain the required total, they coast, resulting in erratic and inconsistent effort. Averages are preferred because they are more sensitive to changes in performance and require greater continuous effort and consistency to maintain.

The individual evaluation process is designed to help youth focus and receive feedback on characteristic thinking patterns associated with future success. Because youth that are successful and youth who have initially struggled and eventually became more successful share these characteristics in common, it is vital that the program place a strong priority on developing reasoning in these areas. The evaluation process allows the staff to give youth feedback on how they are progressing as well as the experience of receiving constructive criticism as a means of learning and self-improvement which is also an important skill for achieving success in the world.

A good treatment plan process is much more than a list of problems to be addressed and a description of the desired outcome. A treatment plan is a strategy that establishes priorities for sequential learning and provides missing elements of knowledge or skills prerequisite for success. A good treatment plan is a dynamic, progressive strategy that evolves in conjunction with the youth's readiness and preparation to move forward and address increasingly complicated concepts and increasingly challenging circumstances in their lives within the safe and support environment of the program.

The treatment strategy must define immediate goals that require informal daily feedback loops with a "here and now" focus. In the Strategic Program Model this is accomplished through daily evaluation of the Seven Thinking Patterns. This insures consistency of focus in identifying youth strengths and weakness in meeting the day to day challenges of interpersonal and situational dilemmas.

The treatment strategy must define intermediate goals which require informal weekly or bi-weekly feedback loops with an "up until now and next focus." In the Strategic Program Model, this is accomplished through the combination of examining weekly patterns and trends in the cumulative daily evaluation of Thinking Patterns and progress towards the completion of psycho-educational assignments designated for each stage of the program.

The treatment program must also define long-term goals which require a formal monthly or bi-monthly feedback loop by the entire treatment team with a "before you are ready to leave focus". In the Strategic Program Model, this is accomplished through the combination of examining monthly patterns and trends in the cumulative daily evaluation of Thinking Patterns, a review of the youth's current stage of the program and stages requiring completion, and a review of the youth Needs Profile and Risk Review. This determines residual areas of progress needing to be made in all the arenas of the youth's life to prepare them for the challenges of living with less structure and supervision on returning to the community.

The use of a comprehensive and structured case management and treatment planning process allows for our programs to accurately assess the status of youth through the duration of their stay in the program.

Follow up assessment of needs and risks mark the program's ongoing impact on the youth through individual resource development and program progress evaluations. These reviews define areas of continued concern or needed focus for improvement on discharge and transition with the dynamic and progressive case management and treatment planning strategy.

The Strategic Program Model Treatment Plan begins contingency planning for discharge and transition with the Initial Needs Profile and Risk Assessment at intake. The continuous reassessment of Needs and Risks of the youth present a continuous picture of accomplishments and residual concerns at each stage of the program. The final disposition of the youth's Needs Profile and Risk Assessment serve as the basis for the final discharge plans which, in turn, serve as recommendation for Aftercare Support and conditional freedom of the youth.

EDUCATIONAL SERVICES

Educational Philosophy – Although all components of a client's treatment are critical, YSI fully understands the educational component is one that our students can closely identify with. YSI understands that the educational FTEs generated by our students are very often inadequate to meet all of their educational needs. YSI is committed to funding additional monies in order to meet every student's academic need. YSI is cognizant that the educational component is provided through the Broward County School Board. We embrace this

partnership and will work closely with the Board to ensure we exceed all JJEEP standards.

Assessment – Proper assessment is critical in the development of an appropriate Individualized Academic Plan. YSI will provide age appropriate assessments for reading, writing, and mathematics. Furthermore, YSI will work in conjunction with the Broward County School Board to identify appropriate vocational aptitude tests and an appropriate Learning Styles Inventory so we can further individualize the education of our students. Special testing assessments will be utilized for our Exceptional Education Students.

Academic Instruction – Academic instruction will be provided through the local school district. Students will be placed in the Broward County School Board MIS. All students will progress through the Broward County Pupil Progression Plan. YSI in conjunction with the Broward County School Board will provide the students with several **Diploma Options**. Students will be afforded the opportunity to receive a Standard Diploma, A Special Diploma, A GED or a GED Exit Option Diploma. The program is intended to provide greater flexibility in curriculum, addressing the educational needs of delinquent and high-risk youth. The youth in the program typically have poor school histories and come as resistant, reluctant learners. Successful student learning results from the cooperative efforts of the custody and education staff. The education program will be structured around three components – academic, social skills development, and vocational skills. Academically, the students are provided with instruction in English, math, social studies and science. The placement in these academic classes will be determined by their academic records that they come into the facility with. Adjustments to their placements will be made as needed. The classes will be small and provide a setting that is conducive to educational growth. The academic classes will include, but are not limited to the following classes:

<ul style="list-style-type: none"> ▪ English-I ▪ English-II ▪ English-III ▪ English-IV ▪ American Government ▪ American History ▪ Economics 	<ul style="list-style-type: none"> ▪ World Geography ▪ World History - Part 1 ▪ World History - Part 2 ▪ Consumer Mathematics ▪ General Mathematics ▪ High School Competency Test ▪ Introduction to Algebra 	<ul style="list-style-type: none"> ▪ Biology ▪ Earth / Space Science ▪ Oceanography ▪ Physical Science ▪ Physical Education / Health ▪ Life Management ▪ Personal Fitness
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GED – YSI will offer educational services focused on individual achievement, especially the achievement of the GED. YSI will prepare youth to take and pass the GED test. Instruction will be provided in the five GED test areas: (1) Writing (2) Science (3) Math (4) Social Sciences and (5) Literature Arts skills. Each test measures the major subject area skills considered to be the outcomes of a high school education. YSI will provide both traditional teacher oriented instruction and computer assisted instruction to ensure the success of our students. YSI will also offer the GED Exit Option program for age appropriate youth who have passed or will pass the FCAT or HSCT.

Computer Assisted Instruction – YSI fully comprehends that students learn at different paces and by using a variety of methods to achieve academic success. YSI is committed to ensure that each classroom is equipped with the most recent technology in order for our students to succeed. YSI will provide software that is diagnostic, remedial, at grade level, and advanced to meet the needs of all students.

Literacy Program - Need is assessed on literacy via the Reading Program, which is provided for all students. All students are provided the framework in which they will be able to read and comprehend at a level appropriate to their academic skill. One hundred percent of the student body is required to take a reading course and develop their skills according to their academic ability. Based on student and parent evaluations this program has had a significant impact on other areas of the academic curriculum.

Community Involvement - Facility and educational program personnel will solicit community involvement in several ways to provide meaningful interactions between students and individuals in the community. By using

volunteers from the community, YSI does more than improve the skill levels of the youth in the facility. Broader cultural and ethnic representation becomes possible, and direct feedback from potential employers can evaluate the “real-world” efficacy of the institution’s training. With this resource, training can continuously evolve to serve the needs of both the youth population and future employers. Linkages between potential employers and the facility serve to develop job opportunities for youth, and to strengthen overall relations with the community.

Individual Education Plan (IEP) - The IEP is federally mandated under the Individuals with Disabilities Education Act (IDEA). Its purpose is to ensure that students with disabilities receive an appropriate education that considers their particular needs. The IEP outlines the specific skills the student needs to develop, as well as appropriate activities that will build on the individual’s strengths. It describes the delivery methods to be used and measurable objectives to be achieved. The IDEA is especially relevant for correctional education as a disproportionate number of incarcerated individuals suffer from learning disabilities, which experts theorize may contribute to their criminal behavior when they remain undiagnosed and do not have access to resources to help them overcome their disability. IEP development is in keeping with sound educational practice and takes into account the presence of existing disabilities. IEP’s include at a minimum:

1. **Goals** – After an educational assessment has been completed by the local school district annual measurable goals are developed in light of both the youth’s abilities and disabilities. A GED or high school diploma is a goal for youth that have the capacity to meet this objective. Goals determine short-term objectives, how they are accomplished, and what teaching methods are used.
2. **Instructional Methods** – As stated previously, staff evaluate the types of tasks the student is able to accomplish, and the youth’s learning style. Instructional methods are then matched to learning styles. Experimental approaches are used if they are considered a more effective form of instruction.
3. **Related Services** – YSI feels it is imperative that youth with disabilities are taught about their disabilities and how to overcome them.

YSI will work closely with the local school district to ensure that IEP objectives are realized.

PRE-VOCATIONAL AND VOCATIONAL SERVICES

Pre-Vocational

Pre-vocational services include the Florida Choices assessment battery. This is an assessment used to gauge the student’s vocational interests. Employability skills are addressed through the Arise curriculum and the Leadership Development Course. Testing exercises also include the following:

- career plan development
- mental and educational
- financial and career
- family and home
- physical and health
- social and cultural
- spiritual and ethical

The objective of these exercises is to provide a set of goals that are mutually supporting and inclusive. The youth develops an individual performance plan that he and facility staff can use to gauge his progress in accomplishing these goals. Upon completion of the Pre-Vocational phase, the youth will have an overarching career and life-skills plan.

Vocational

YSI has spoken with the Broward County School Board. YSI understands that space necessary for a strong vocational program is severely limited. YSI will work in conjunction with the local School Board and the DJJ to ensure that appropriate vocational space is available and a “hands-on” vocational curriculum is put in place.

The extent and scope of this curriculum is contingent on the School Board's constraints and willingness to expand programming.

YSI will offer various vocational opportunities so youth can obtain skills they will be able to use upon transition into the community. YSI's vocational programming will include, at a minimum, the following:

- Computer Keyboarding
- Building Maintenance
- Commercial Foods

When selecting the vocational programs, consideration will be given to the relevance of the courses for the students' futures in the job market. Those youth who have obtained or will obtain a GED will be provided with vocational training and an opportunity to become certified in a specific trade.

JOB TRAINING AND PLACEMENT

Evidence shows that there is a direct relationship between job readiness and a reduction in recidivism. YSI has utilized significant resources in developing job training and placement activities to ensure an orderly transition into the workplace and acceptance of a work ethic. Some of the various activities that YSI offers youth include:

Pro-social skills

The development of appropriate pro-social skills is crucial to successful transition after release. Youth learn to develop the following abilities:

- Recognizing and avoiding at risk situations and associations.
- Recognizing impulsive thoughts and behaviors and learning ways to control them.
- Recognizing personal inner resources that will enable him to cope with the hardships that will occur.
- Acquiring a range of problem-solving strategies, and the confidence that there are alternative ways to deal with any life or social situation.
- Personal organization skills and learning how to schedule tasks and focus on objectives.
- Effective communication skills, including good listening, assertiveness, and negotiation skills.
- Recognizing emotional cues from others.
- Differentiating social contexts and knowing how to respond appropriately, including recognizing and appreciating cultural or ethnic differences.
- Differentiating between relationship types and knowing how to respond appropriately, including distinguishing between acquaintances, friends, family members, an employer, an authority figure, and dating behavior.

Work Force Awareness

YSI believes that youth should enter the work world with an awareness of what to expect and what is to be expected of them. Workforce awareness includes the following:

- Often youth will be working with others and need to cope with different opinions and ideas. Youth are taught coping skills by engaging in group-negotiation activities.
- Youth identify effective communication skills. A variety of problems may arise if one cannot communicate effectively in the workplace.
- Everyone experiences pressure. Youth learn to recognize the factors that create stress and learn to reduce the effects.
- Goals are very helpful as youth plan for their jobs. Youth design their goals to gain direction for future plans.

Occupational Research

Through assessments, questionnaires and surveys youth learn what their likes and dislikes are and what skills they possess. Then they have the opportunity to research occupations by: discovering the wide range of work available, learning careers that others with a similar background have pursued, finding out the specifics of a particular job and detecting work-related trends.

Job Placement

When necessary YSI staff will put a great deal of effort into helping youth find suitable employment. YSI's Job Placement goal is to successfully place youth in the workforce. YSI will help youth:

- Make career plans
- Write resumes and cover letters
- Prepare for interviews
- Deal with problems that are barriers to employment
- Obtain support services

Staff will assist youth in obtaining the required paperwork needed for employment. Every effort is made to secure work-related documents. YSI ensures that all youth transitioning into the workforce have employment portfolios that include Social Security cards, resumes, transcripts of all education and occupational courses completed, copies of GED and other certificates or diplomas, and other documents required by employers.

Project CRAFT

YSI will implement Community Restitution and Apprenticeship Focused Training (Project CRAFT) into the job training and placement programming at TJRF. Project CRAFT, developed by Home Builders Institute (HBI), addresses youth crime and unemployment while helping to reduce recidivism. The program provides youth with social, personal, and vocational skills and employment opportunities to help them achieve economic success and avoid involvement in criminal activity. The program uses a holistic approach that combines career training, support services (employability training, social skills training, case management, etc.), and community service activities sponsored by the construction industry. The Project CRAFT model includes 10 components:

1. Outreach and Recruitment
2. Assessment and Screening
3. Individualized Development Plans
4. Case Management
5. Industry-Validated, Trades-Related Training
6. Building Industry-Related Academics
7. Community Service
8. Academic Preparation and Substance Abuse Treatment
9. Employability and Life Skills Training
10. Community Transition and Long-term Fellowship

Integrating these components, along with access to community aftercare services, has been instrumental in ensuring that youth make a successful transition back into their communities. The project teaches industry-related skills and reinforces worker skills, and positive attitudes and behaviors. Project CRAFT has demonstrated its effectiveness in working with a range of juvenile corrections systems, including the DJJ and private organizations under contract with State and local governments.

An agreement will be made with HBI to include youth from TJRF in the South Pines Academy CRAFT program. YSI will ensure necessary security and transportation are provided for this program.

LIVING ENVIRONMENT/TREATMENT MODALITIES

YSI promotes mentoring, positive role modeling and positive one-on-one and small group interactions and interventions.

1. YSI believes that an effective treatment program encourages pro-social change, self-growth, and law-abiding behavior. YSI ensures that the youth are involved in program design, implementation and evaluation.
2. YSI will implement a behavioral management system (with clear expectations and consequences) that is based on a relatively small number of reasonable program expectations that are necessary for physically and emotionally safe and secure congregate living environment. The Behavior Management Program will be designed to foster accountability and compliance with program rules and expectations, and to teach youth alternative pro-social methods of dealing with their problems. The system includes:
 - Positive and negative consequences that are connected to behavior and serve as incentives to improve youth choices.
 - Providing on-going feedback to youth concerning their programmatic behavior.
 - Reinforcement of positive decision-making.
 - Alternative methods of dealing with anger management and authority issues.

The Behavior Management System is designed so that youth must progress through four levels of the YSI Cognitive Program. Each level requires that youth complete specific tasks and demonstrate understanding of the YSI Cognitive Program process. The system allows for ongoing feedback to youth concerning their programmatic behavior on each level. With each increase in level, the youth gains increased privileges. As youths progress through the level system, there is an increase in responsibilities and a decrease in need for supervision.

Points are used in this system to provide both negative and positive feedback. It is important that a youth's point average raises as additional privileges are added as her scores increase. Increased privileges include:

- Increased number of phone calls to family.
- Funding for special programs (i.e. management selects best performing program).
- Increased TV and free-time opportunities.
- Canteen/commissary privileges increase with levels.

Lack of points, results in loss of privileges, demotion of level, and alerts the treatment team that the youth's behavior has been less than desirable.

3. YSI will provide opportunities that promote effective communication and listening techniques. Youth are encouraged to conduct emotionally "safe", comforting, challenging and nurturing conversations within on-going relationships. YSI will operate the program with personnel that promote mentoring, positive role modeling and positive one-on-one and small group interactions. YSI staff will exceed the minimum requirements as set forth in the Department of Justice's Residential Commitment Manual February 1997.
4. YSI believes in the recognition and nurturing of spirituality, exploration of individual and group belief systems and societal responsibilities. YSI will provide opportunities for youth to develop relationships of trust and interdependence with other role-model figures already present in their lives (such as friends, relatives, church members, etc.). Also, the use of trained volunteers, mentors and other members from the community interact with and share positive experiences with youth.

YSI's religious programs will provide youth of all faith groups with reasonable and equitable opportunities to pursue religious beliefs and practices. The spiritual and religious needs of youth in correctional facilities are as multi-dimensional as their cultural and religious experiences. Many of the youth are victims of physical and sexual abuse, substance abuse and poverty. Trust is a significant issue for these youth. Further, youth who are mothers must worry about loss of parental rights and lack of visitation and contact. Chaplains present a secure, trusting role model that encourages disclosure, discovery and healing. Effective pastoral care will assist youth in rebuilding a positive self-identity and in exploring their roles and responsibilities to their family and community. Areas of pastoral concern include family issues, intimacy,

incest survival, sexual identity, self-esteem, and spirituality.

YSI will provide a full complement of religious services and activities through full-time staff and a consortium of volunteer ministers and lay persons. YSI is particularly dedicated to providing each youth the opportunity to meet their spiritual needs. YSI will recruit representatives of faith groups in the community to provide specific religious services. YSI ensures that all religious services program standards will exceed the requirements of the Religious Freedom Restoration Act.

5. YSI will provide opportunities for youth to develop relationships of trust and interdependence with other people already present in their lives (such as friends, relatives, church members, etc.). This will be encouraged by visitation, mail correspondence, and telephone access opportunities.
6. YSI fully acknowledges a youth's knowledge of, and experience with, racism, sexism, victimization, and dependency. These sensitive issues are especially prominent among youthful offenders and will be incorporated and addressed in all facets of programs and services provided throughout the youth's stay in the facility.
7. YSI is sensitive to the issue of cultural diversity. We recognize that the complexity of diversity impacts both the staff and the youth population. Thus, YSI will promote cultural diversity and identification in every aspect of operations and management, from staff training to youth programs. To ensure that staff are sensitive to these issues, each employee will receive training in this critical area. YSI will provide a block of instruction entitled "Valuing WorkForce Diversity" as part of its *Ethics and Professionalism* curriculum. This block of instruction actively addresses the issues of a multicultural workforce, and examines how people with differing backgrounds, communication styles and values can come together as a team.

Furthermore, YSI understands that staff may encounter obstacles when working with a culturally diverse youth population. The youths' culture impacts their ability to adjust to institutional life because their expectations, beliefs and convictions are based on their life experiences. A staff member's own values and beliefs can effect the way they interact with youth, and how effective they are in counseling and supervising youth. An important part of YSI's training program is helping staff to understand how to respond to a variety of issues, such as the different ways cultural backgrounds influence the process of adapting to institutional life. Staff will be encouraged to explore their own cultural biases and explore the ways problems and solutions vary among cultures.

Facility populations represent the ethnic and racial diversity of society at large. Youth will be encouraged to explore their own cultural biases and explore the ways problems and solutions vary among cultures. Other issues that will be explored include: being aware of the sociopolitical forces that influence different cultures, understanding that culture, class, and language can act as obstacles to resolving problems, and understanding the importance of other youth's world views and cultural identities.

8. YSI will promote positive identity, self esteem, self-respect and respect for others throughout it's program.
9. YSI will facilitate social activism and opportunities to create positive changes to benefit at-risk youth on an individual level, within their relationships, and within the community.
10. YSI will implement a peer leadership program that teaches responsibility and leadership skills.
11. YSI believes that regular visitation, correspondence, and telephone access is essential. Visitation, correspondence, and telephone access policies will be explained to each youth during their orientation, and will be included in their handbooks. The policies will also be posted where the youth, staff members and visitors may readily see them.

Visits by family members and friends help maintain family and community ties. Family involvement also will provide the opportunity to reinforce independent, pro-social family functioning. A personal letter will be sent to parents and guardians and will include a copy of the program's visitation rules.

YSI will place no limitation on the volume of mail a youth may receive except where there is clear and convincing evidence of a threat to public safety or facility order and security. YSI will encourage youth to correspond with family and friends. YSI sees writing and receiving letters as an important avenue for maintaining contact with the youth's community, working toward educational and vocational goals, and motivating self-improvement. YSI will provide assistance to youth that lack the educational ability to write letters. Letter writing will be an integral part of the educational program. Word usage, spelling, grammar, writing styles, etc. are more readily learned when writing material of personal interest.

YSI will provide youth with telephone access for personal and program-related communications. On-site telephone facilities will be accessible to all youth to allow them to make and receive private telephone calls. All telephone procedures will be in accordance with DJJ regulations.

12. YSI will use trained volunteers, mentors, parents, and other members from the community to interact with, and share, positive experiences with youth.
13. YSI will provide individualized treatment that focuses on resolving personal and family problems that have a negative impact on youth.
14. YSI's comprehensive rehabilitative treatment program will address the behavioral and emotional impact of victimization, and other losses, along with the teaching of cognitive-behavioral based coping and recovery strategies. This includes issues of sexual abuse, physical abuse, emotional abuse, teenage parenting, prevention and suicidal ideation.
15. YSI always promotes non-violent problem resolution.

From the perspective of the day-to-day living environment of the youth, the YSI Program Pyramid is comprised of five distinct but integrated functions:

1. Safety and Security: The Prevention, Intervention and response to potentially dangerous and/or destructive activities that may compromise the safety and security of the program environment.
2. Social Environment: The Establishment of Healthy Interpersonal Norms, Expectations and Routines in the Program Environment
3. Learning and Development: The Establishment of Self Reflection and Self Awareness in the Program Environment as a tool for Personal Development and Self Discovery
4. Belief System and Moral Development: The Development of Critical Thinking and Emotional Literacy in the Program Environment for Enhancement of Personal Growth
5. Foundation for Human Potential: The Development of Educational and Vocational Aptitude in the Program Environment in pursuit of the discovery on untapped potential.

The Interactive Social Environment

Because of the histories of interpersonal conflict, violence and abuse in many youth coming into the juvenile justice system, the need for the focus on developmental growth is even more critical. For this reason an "interactive social environment" is essential for promoting interpersonal relationship, communication, self-reflection, and general life skills in resolving interpersonal conflict and dealing with situational dilemmas. In an Interactive Social Environment, both the staff and the youth must exemplify the principles of collective effort and helpfulness. Because the ability to give and receive help is the basic philosophy of the Interactive Social Environment, it is important that everyone understands and has the opportunity to practice these skills. Efforts to resolve problems are more effective when addressed early before the problem has become serious and potentially explosive. In an Interactive Social Environment, youth are expected to be able to resolve problems themselves with the guidance of the staff using skills and abilities they have been taught. By intervening in

disruptive behavior while modeling positive thinking and decision-making, youth are able to practice responsible leadership and decision-making in handling routine circumstances that emerge in the course of day to day living. For this reason, youth who have earned trust and been awarded greater responsibility play a key role in the program by modeling for peers who are struggling with old patterns of thinking.

This model also allows youth the opportunity to practice new skills in a controlled environment where they receive support, encouragement, and recognition from both their staff and peers. This acknowledgment of positive leadership and responsibility further contributes to the development of confidence and a healthy self-image. **The Levels of Intervention** provide a structure for practicing skills of giving and receiving help from others for youth who typically have not had a great deal of experience with either.

Level 1: The Friendly Non-Verbal

When something is observed that a youth, or a member of the staff, want to address, a friendly gesture typically given with the eyes, hand, or head is given. It can be a nod of approval or shaking the head in disapproval. It can be a hand signal or point indicating the need to move from one point to another or a "thumbs up" sign, indicating "good job". These gestures and signals are intended to convey encouragement or the need to correct a problem at the time it has been observed.

Level 2: The Concerned Non-Verbal

The concerned non-verbal involves a more assertive and obvious facial expression or gestures providing a more emphatic request for a response to either the encouragement or correction being offered by the youth or staff providing the intervention.

Level 3: The Friendly Verbal

Verbal communication is expressed to the student in question in a cordial manner regarding the nature of the concern and the response being requested. (i.e. "Excuse me for interrupting the group but I was trying to remind you that you are not suppose to have your feet up on the table.").

Level 4: The Concerned Verbal

The concerned verbal informs the student in question that she is not responding to previous efforts to help. In conveying this message, a stronger tone of voice, facial expression, or gesture not involving physical contact may be needed to emphasize that a response is needed. (i.e. "Please remove your feet from the table. ")

Level 5: Student Support

Verbal support is requested of other students or staff persons when the efforts continue to be ignored. The student who initiated the intervention continues to be the one providing verbal direction. Additional students are present to indicate a higher level of concern and their agreement and support for the response being requested.

LEVEL 6: STAFF INTERVENTION

If interventions have not been successful at this point, the staff members present will directly involve themselves into the process of finding a resolution. At this point, the student may be offered options, which will be the student's last opportunity to take the initiative in resolving the situation before losing earned privileges or receiving any program sanction. Staff are expected to use their Crisis Intervention Training to de-escalate and resolve the conflict.

These intervention skills allow for daily practice in handling conflict in a positive manner. It also allows youth to practice problem solving under the supervision and guidance of the staff as they interact with each other on a day to day basis. Practicing these skills allow the youth to become successful with each other's help while learning the valuable asset of giving and accepting assistance.

YSI Life Skills programs address a range of topics involved in effective daily functioning. Youth are encouraged to discover their strengths and adopt pro-social skills accordingly. Specific program components will include:

- Self-defense training - This teaches girls to define and recognize danger, and develop the physical prowess and skill to defend themselves in the event of an attack.

- Assertiveness training – This is designed to help girls find their voice, express choices, explore options, and set limits in relationships.
- Self-esteem enhancement - This teaches girls to appreciate and respect themselves, rather than relying on others for validation, and master new skills that will enhance their sense of self-worth and competency.
- Empowerment training - This teaches girls to set and reach goals, recognize their own capabilities and strengths, and develop leadership skills through practical experience in activities that give them the opportunity to help design, implement, and evaluate programs in a way that requires decision-making and leadership skills.
- Physical recreation activities that will develop their sense of physical competency, strength, and ownership and acceptance of their own bodies. These activities will also provide opportunities to learn teamwork skills and commitment to personal goals.

Valuing cultural diversity: Programs that value diversity work to counter negative stereotypes about race and culture that some girls may have internalized. Diversity activities promote individual pride, teach respect for the ethnicity of others, and stress similarities to the major culture.

This program will:

- Provide contact with culturally appropriate role models.
- Provide information about past culturally appropriate role models.

Ethnicity can play an important role in positive identity formation. If a youth relates positively to others like his self, he comes to appreciate that part of his self that is defined by ethnicity.

RECREATIONAL AND LEISURE TIME ACTIVITIES

YSI provides recreational activities that give youth challenging, positive experiences. Recreational activities are especially valuable as alternatives to delinquent behavior (acknowledging the counseling adage, "If you take something away, there better be something to replace it.") Participation in sports, arts, volunteer activities and a variety of extracurricular programs affords opportunities to end isolation, develop new skills, explore interests, relax, develop self-confidence, make friendships, feel creative, and replace self-destructive behavior with positive, life-affirming experiences.

YSI's operating experience has demonstrated that many teenage youth enter the program unprepared for the physical and mental rigors required. It is YSI's goal to prepare and equip each youth through training in the comprehensive recreation program for successful entry into the workforce. This will be accomplished through physical fitness activities and structured physical education classes to be conducted five days a week. Aerobic exercises, strength, and flexibility are emphasized through active workouts. Individual fitness is charted and followed using the national standard of The President's Council on Physical Fitness Test. A Physical Education Instructor will supervise all team and group activities. YSI will provide many structured activities for youth at TJRF including:

- Basketball
- Football
- Volleyball
- Frisbee
- Softball
- Chess
- Checkers
- Board Games

YSI will also use a Team Building curriculum. Team Building can be seen as the ultimate group challenge. When groups Team Build, there is a great opportunity for them to learn about risk taking, their own perceived limits, how they take risks or perform under pressure, how they can give or receive support from other people in taking "appropriate" risks, and to work with others that can help an individual to achieve more than they thought they could accomplish.

YSI believes that participation in group sports can lead to better self-esteem and a higher level of motivation. Team sports also provide youth with the opportunity to develop leadership skills by participating as coaches and team leaders.

Creative Arts Program Art is a non-verbal way of working through issues, concerns, etc. in a therapeutic setting. Art allows youth to work with a tangible product symbolizing their inner feelings and thoughts. The product is not as important as the process of making the artwork.

YSI strives to provide all youth with beneficial activities to keep them busy using both their minds and bodies. YSI's creative arts program is one of the many recreational programs that help youth use their minds to think creatively, instead of dwelling on their current confinement, and past conflicts. YSI's creative arts program helps youth discover constructive avenues for self-expression.

Art is not a purely recreational activity. Art is process oriented and self-expressive. It is therapeutic in that it is multi-sensory, involves visual-perceptual skills, requires coordination and fine motor control, teaches residents to use objects purposefully, to follow directions, and build communication skills. It allows youth to work at their own pace and skill levels, and ultimately build self-esteem.

Art workshops are held in a friendly environment, where artistic traditions of non-violence and discipline are promoted. The program provides a space to sensitize and enhance creative ability while contributing to the rehabilitation process. With few resources, and against a background of difficult circumstances, a creative arts program can perform small miracles.

Tai Chi Classes

YSI proposes to offer Tai Chi classes to facility youth. Tai Chi can best be described as a moving form of yoga and meditation combined. There are a number of so-called *forms* (sometimes also called 'sets') which consist of a sequence of movements. Many of these movements are originally derived from the martial arts (and perhaps even more ancestrally than that, from the natural movements of animals and birds) although the way they are performed in Tai Chi is slowly, softly and gracefully with smooth and even transitions between them.

The healthy feeling that Tai Chi students adjust to becomes the basis of how the students think, act and live. Tai Chi is an effective and healthy way to rehabilitate youth. Benefits include: stress reduction, better focus and concentration, increased flexibility, improved strength, enhanced immune system, better balance, improved memory, improved circulation, and increased coordination. Tai Chi classes have been offered at a number of juvenile facilities in the northeast and Canada with great success. Youth have commented that they have greater self-esteem, feel more physically fit, are calmer, and have a greater ability to handle difficult or complex situations.

Experiential Programming

YSI encourages the development of human potential and environmental awareness through challenging adventure programs facilitated in a fun and supportive manner. YSI's experiential and adventure based programs encourage youth to learn new and positive things about themselves and provide engaging opportunities for personal growth and change. YSI will send designated personnel to Leahy & Associates outdoor and Experiential Facilitator Training Workshops. These workshops are designed to teach technical outdoor skills as well as to develop the ability to adapt programs to fit facility program needs. Leahy & Associates are nationally recognized for their core training programs and development of outdoor experiential programming.

RESTORATIVE JUSTICE PRINCIPLES AND PROGRAMMING

YSI emphasizes Restorative Justice in our correctional programming and services. This approach to justice views crime as violations against individuals, their families and the communities in which they live. A second focus emphasizes offender accountability and responsibility for the harm their actions caused. Finally, this philosophy of restorative justice incorporates a significant role for victims, offenders and members of the community in the criminal justice process.

Our integrated framework is based on a set of five principles for programmatic action that we believe is requisite for successful intervention. The principles offer a direction and set of goals that guide the design of the program elements and services. The principles reflect our belief that troubled youth have significant needs in two areas: competencies and character. Competency needs reflect their deficiencies in educational, vocational and social maturity, while character needs reflect deficiencies in pro-social attitudes and behaviors. Our five underlying principles are:

- Responsibility - assuming personal responsibility for actions.
- Realignment – reviewing actions and understanding the harmful consequences of their behavior.
- Result - building self-management skills through opportunities for success in educational, vocational and work programs.
- Restoration - problem-solving sessions focusing on liabilities, strengths, obligations and future actions to restore losses to victims and communities.
- Re-entry - establishing constructive community support systems, release plans and agency contacts.

COMMUNITY INVOLVEMENT OPPORTUNITIES

Facility and educational program personnel solicit community involvement in several ways that provide meaningful interactions between students and individuals in the community. At YSI's current programs operated for the Florida Department of Juvenile Justice volunteer tutors come to the facility every Monday through Friday night to work with students who want or need help with homework or reading. Volunteers from local churches visit on a weekly basis to give art lessons to students, guest speakers make presentations on a monthly basis, and teachers' family members have come in to teach skills such as bike repair. YSI's community volunteers in Florida currently include but are not limited to the following:

- Winter Haven Chamber of Commerce
- Auburndale Chamber of Commerce
- Polk City Grange
- Polk County Electrical Contractors
- Polk County School Guidance Counselors
- Winter Haven Ministerial Association
- School Board Quality Improvement Committee
- Great American Teach-In Participation
- DOC Black History Celebration Board
- NAACP Youth Council
- Tampa Bay Mutiny
- Salvation Army

Students in our Florida DJJ programs have also made a quilt that won first prize in the student division at the Florida state fair, and donated their winnings to The Spring, a shelter for battered women and children. Students have also made donations to the Salvation Army, and representatives from both the Spring and the Salvation Army have visited our programs to express their appreciation of students.

By using volunteers from the community, YSI does more than improve the skill levels of the youth in the facility. Broader cultural and ethnic representation becomes possible, and direct feedback from potential employers can evaluate the "real-world" efficacy of the institution's training. With this resource, training can continuously evolve to serve the needs of both the juvenile population and future employers. Linkages

between potential employers and the facility serve to develop job opportunities for youth and to strengthen overall relations with the community. YSI looks forward to developing meaningful community projects for youth to participate in and establishing a positive presence in the community.

Canine Companion Club

In cooperation with local animal shelters and animal rescue groups, YSI will start the Canine Companion Club at TJRF. This project will match unwanted dogs, which might otherwise be destroyed, with youth who will obedience train and prepare them for adoption as family pets. The student trainers will work with their dogs daily, and practice the principles of positive reinforcement and behavior modification. As the students teach their dogs, they will learn:

- to be responsible
- to persist when faced with setbacks
- to know they are needed
- to improve socialization and interaction skills,
- to be consistent and reliable
- to practice patience
- to know how it feels to make a difference

By managing their dogs, students learn how to manage their own behavior. They will also earn school credits, develop good work habits, and acquire valuable occupational skills. The relationships, emotional support and mutual trust established between the trainers and dogs are pivotal to the success of the program. For some students, this relationship will be their first experience of unconditional love, and it will help them develop the self-confidence and hope they need to build future relationships. In addition to dog training, participants will watch videos, listen to lectures, visit the animal shelter, and prepare and present final projects about animal care and animal welfare.

YSI will ensure that youth enrolled in the Canine Companion Club are closely monitored by appropriately-trained staff and policies and procedures are developed to ensure the safety of both youth and their animals. Youth participation in this program will be dependent upon a consistent level of good behavior.

Youth in similar programs across the country have consistently demonstrated reduced incidents of aggression toward others. They also show growth in leadership skills and improvement in their ability to work with others. Youths who demonstrate responsibility, patience, and the ability to train dogs on their own, will be given additional opportunities to train dogs for the public. YSI understands that the implementation of the Canine Companion Club will be contingent upon prior approval from DJJ. The FA and or community liaison will be responsible for developing community partnerships and projects and ensuring that program requirements for off-site activities are consistent with DJJ Policy "Residential Commitment Programs for Off Campus Activities of Youth and Public Safety.

TRANSPORTATION SERVICES

YSI will provide program related transportation services for each youth to (as appropriate):

- Transportation from the detention center to the TJRF program
- Emergency medical/dental appointments
- Work site/community service projects
- Counseling appointments with community agencies
- Emergency transportation
- Transportation to and from home visits as needed
- Release/Discharges

YSI will either transport youth to court appearances within the region where TJRF is located or to nearest detention center, where the Department will transport the youth to court. YSI will be responsible for all facility-

to-facility transfers, if the facility is in the same region. If the facility is in a different region YSI will contact the nearest detention center to make arrangements to deliver the youth to the detention center, where the Department will then deliver the youth to the receiving detention center for the receiving facility to pick up. YSI understands that if a youth is in secure detention pending transfer, then the Department will transport the youth to the receiving facility regardless of region and location.

YSI is responsible for all transportation requiring evacuation of youth. This will include evacuation outside of the catchment area.

In a collaborative effort YSI, along with the JPO and Parent/Guardian, will coordinate transportation arrangements for the youth's release from TJRF. As a last resort, when all other means for transportation of the youth home have been exhausted; YSI understands that the JPO can access the Statewide Transportation Offender Program (STOP) for assistance in transporting the youth home. TJRF will transport youth home when staffing is available at no costs to the family.

REPORTS

For any renewal or extension of contract, YSI will continue providing the following reports on the required dates and at the required frequency:

Type of Report	Frequency	Due Date
Census Report	Monthly	By the 5 th of each month for the preceding month
Certified Minority Business Enterprise	Monthly	By the 5 th of each month for the preceding month.
Health Services Statistical Report		
Audit Report	Annually	The end of each contract year.
Continuous School Improvement Plan	Annually	Per School Board defined date

PERFORMANCE MEASURES, PERFORMANCE DATA, AND PERFORMANCED BASED PROGRAM BUDGETING (PB2) REQUIREMENTS

For measures deemed to be program specific, YSI will measure and report service delivery and performance data for each youth in the program while maintaining service levels as specified within the Statement of Work, and Manner of Service Provision, as described in Exhibit 1 of RFP #O6H01. Outcome measures and program monitoring is a key piece of insuring quality. YSI will provide the following:

- Long-term performance indicators of progress on global developmental goals
- Exit interviews, pre-post measure of development, & post program outcome surveys
- Program evaluation and monitoring: statistical monitoring and supervision
- Quality assurance: In order for a program to be effective both program integrity and program quality must be addressed
- Program integrity: does the program structure, focus, and delivery system meet the established standards of effective practice
- Program quality: is the program structure, focus, and delivery system being operated consistently as designed
- Monthly national program development conference calls
- Site visits and training
- Impact analysis and outcome study
- Daily performance ratings and minimum promotional standards

Consistent with the requirements set forth by the Department YSI will report PB2 data elements with direct entry into the Department's Juvenile Justice Information System (JJIS) web site. YSI will comply with current

reporting requirements pertaining to PB2 measures that include reporting to the Office of the Inspector General for youth escapes, youth-on-staff and youth-on-youth batteries).

Throughout the term of the contract, YSI will document compliance with process and evaluation measures. This information will be made available to the Department upon request. YSI will also provide program and performance data to the Department for evaluations, studies, and assessments of programs and program services delivery.

YSI understands that the Department will conduct PB2 outcome evaluations and recidivism studies, concentrating on the re-offending and re-adjudication of juveniles who complete the program. YSI understands that this data may be used to rate the effectiveness of the facility program and may impact future funding.

PRE-OPERATIONAL REVIEW

YSI understands that within 30 days of youth admissions the Department may conduct a Pre-Operational Review to ensure that YSI is ready to begin program operations in accordance with contract requirements. Should the Department note deficiencies that require a delay in opening the program, contract actions may be taken to withhold admissions of youth or delay payment of operational funds. Upon acceptance of the Pre-Operational Review document, YSI will begin necessary operations to ensure that the program is ready to provide contract services by the elected opening date.